

Small, F. A.

Parental opinion concerning certain public high-school services.

Service Paper

1949

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

LIBRARY

Ed.
Service Paper
Small, F. A.
1949

The Gift of Frederick Alberto Small.....

Ed.
Service Paper
Small, F.A.
1949

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

PARENTAL OPINION CONCERNING
CERTAIN PUBLIC HIGH-SCHOOL SERVICES

Submitted by

Frederick Alberto Small
(B.S. in Ed., Boston University, 1934)

In partial fulfillment of requirements for
the degree of Master of Education

1 9 4 9

✓
Boston University
School of Education
Library

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Maner's Paper

Gift of Frederick Alberto Small

School of Education

July 11, 1949

311 56

First Reader: Roy O. Billett, Professor of Education

Second Reader: Franklin C. Roberts, Professor of Education

Woodrow Wilson

First Reader: Roy G. Siffert, Professor of Education
Second Reader: Franklin G. Roberts, Professor of Education

TABLE OF CONTENTS

CHAPTER	PAGE
I. Parents and High Schools	1
Significance of Parental Opinion and Support	2
Review of the Literature	4
II. Specific Parental Responses and Opinions	10
Concerning Methods and Materials	10
Concerning Pupil Guidance, Preparation for Citizenship, and Character Education	22
"Without popular education no government which rests on popular action can long endure; the people must be schooled in the knowledge and if possible in the virtues upon which the maintenance and success of free institutions depend."	
III. Specific Parental Responses and Opinions (continued)	27
Woodrow Wilson	
Salaries and State or Federal Aid for Education	27
Health and Safety of Pupils	32
Religion, Sex, and the "Issues"	38
Athletics	74
IV. Conclusion	79
Summary of Findings	79
Concluding Statement	81
Appendix	84
Bibliography	98

"Without popular education no government which
rests on popular action can long endure; the people must
be schooled in the knowledge and it possible in the virtues
upon which the maintenance and success of free institutions
depend."

Woodrow Wilson

TABLE OF CONTENTS

CHAPTER	PAGE
I. Parents and High Schools	1
Significance of Parental Opinion and Support	1
Review of the Literature	4
II. Specific Parental Responses and Opinions	15
Concerning Methods and Materials	15
Concerning Pupil Guidance, Preparation for Citizenship, and Character Education	28
Public Relations	40
School Administration	47
III. Specific Parental Responses and Opinions (continued)	57
Salaries and State or Federal Aid for Education	57
Health and Safety of Pupils	62
Religion, Sex, and the "'isms"	68
Athletics	76
IV. Conclusion	79
Summary of Findings	79
Concluding Statement	81
Appendix	84
Bibliography	98

TABLE OF CONTENTS

PAGE	CHAPTER
I	I. Parents and High Schools
I	Significance of Parental Opinion and Support
4	Review of the Literature
15	II. Specific Parental Responses and Opinions
15	Concerning Methods and Materials
28	Concerning Pupil Outings, Preparation for Citizenship, and Character Education
40	Public Relations
47	School Administration
57	III. Specific Parental Responses and Opinions (continued)
57	Salaries and State or Federal Aid for Education
62	Health and Safety of Pupils
68	Religion, Sex, and the "Iams"
75	Athletics
79	IV. Conclusion
79	Summary of Findings
81	Concluding Statement
84	Appendix
98	Bibliography

LIST OF TABLES

TABLE	PAGE
1. Rank Order of Interest in School Functions by 5,067 Parents.....	14
2. Parental Response to Questions Concerning Methods and Materials.....	15
3. Parental Response to Questions Concerning Pupil Guidance, Preparation for Citizenship, and Character Education.....	29
4. Parental Response to Questions Concerning Public Relations.....	40
5. Parental Response to Questions Concerning Public School Administration.....	48
6. Parental Response to Questions Concerning Public School Finance.....	57
7. Parental Response Concerning Matter of Teachers' Salaries.....	61
8. Parental Response to Questions Concerning Health and Safety of Pupils.....	62
9. Parental Expression of Opinion Concerning Religious Instruction in the Public Schools.	68
10. Parental Expression of Opinion Concerning the Teaching of Sex in the Public Schools...	70
11. Parental Expression of Opinion Concerning Acquainting the Pupil with the Current Phil- osophy and Functioning of Communism, Socialism, Fascism, and Democracy in the Public Schools..	74
12. Parental Expression of Opinion Concerning the High School Athletic Program.....	76

LIST OF TABLES

PAGE	TABLE
14	1. Bank Order of Interest in School Functions by 5,000 Parents.....
15	2. Parental Response to Questions Concerning Methods and Materials.....
22	3. Parental Response to Questions Concerning Pupils' Guidance, Preparation for Citizenship and Character Education.....
40	4. Parental Response to Questions Concerning Public Relations.....
48	5. Parental Response to Questions Concerning Public School Administration.....
57	6. Parental Response to Questions Concerning Public School Finance.....
51	7. Parental Response Concerning Matter of Teachers' Salaries.....
52	8. Parental Response to Questions Concerning Health and Safety of Pupils.....
58	9. Parental Expression of Opinion Concerning Religious Instruction in the Public Schools.....
70	10. Parental Expression of Opinion Concerning the Teaching of Sex in the Public Schools.....
74	11. Parental Expression of Opinion Concerning Acquainting the Pupils with the Current Phil-osophy and Functioning of Communism, Socialism, Fascism, and Democracy in the Public Schools.....
76	12. Parental Expression of Opinion Concerning the High School Athletic Program.....

CHAPTER I

PARENTS AND HIGH SCHOOLS

Significance of Parental Opinion and Support

Parents and certain aspects of secondary-school education.-- The inquiry form submitted to parents, which is the nucleus of this study, expressed the purpose of finding out what the parental public in Town X thinks about certain aspects of secondary-school education.

Town X.-- Town X is typical of many small towns in the Greater Boston area. It has a population of 2,700 persons and is situated 25 miles south of Boston. The town is entirely residential. There are no industries. Its working population is employed for the most part in Boston. There is no concentration of homes in any given locality. Families are rather evenly distributed over the town's 36 square miles of area. Three selectmen are the titular heads of the town. The town meeting functions in a legislative capacity. A three-member school committee formulates policy for the school system. The town in 1948 obtained $47\frac{1}{4}$ per cent of its tax dollar from real estate assessments and $30\frac{3}{4}$ per cent from state allotments. In the same year, the town spent $37\frac{3}{4}$ per cent of its tax dollar for public education.

CHAPTER I
PARENTS AND HIGH SCHOOLS

Significance of Parental Opinion and Support
Parents and certain aspects of secondary-school educa-

tion.-- The inquiry form submitted to parents, which is the nucleus of this study, expressed the purpose of finding out what the parental public in Town X thinks about certain aspects of secondary-school education.

Town X.-- Town X is typical of many small towns in the

Greater Boston area. It has a population of 2,700 persons and is situated 25 miles south of Boston. The town is entirely residential. There are no industries. Its working population is employed for the most part in Boston. There is no concentration of homes in any given locality. Families are rather evenly distributed over the town's 25 square miles of area. Three selectmen are the titular heads of the town. The town meeting functions in a legislative capacity. A three-member school committee formulates policy for the school system. The town in 1948 obtained 47½ per cent of its tax dollar from real estate assessments and 30½ per cent from estate allotments. In the same year, the town spent 37½ per cent of its tax dollar for public education.

Town X High School.-- The high-school building was constructed in 1937. It is built of fireproof material and is of colonial design. It contains on three floors 12 classrooms, a cafeteria-study hall, and a gymnasium-auditorium in addition to a boiler room, health room, administrative offices, and toilet and storage facilities.

The high school employs the following personnel:

- 1 superintendent
- 1 principal
- 9 full-time teachers
- 4 part-time teachers
- 1 nurse
- 1 physician
- 1 dentist
- 1 custodian
- 1 assistant to the custodian
- 5 cafeteria assistants
- 2 clerks

There are 294 pupils enrolled in the high school.

There is no color, racial, or occupational distinction of any significance among them. The median intelligence quotient for high-school seniors for the school year 1948-49 was established at 111. The median for juniors for the same year was 106. Four per cent of pupils of high-school age attend private schools.

Methods employed to gather data.-- Inasmuch as the school situation of Town X is undoubtedly quite similar to that of many New England towns, it is thought by the writer, therefor, that results obtained from this study and observations and conclusions that appertain thereto may be of significance in a larger sense and not alone of immediate

Town X High School.-- The high-school building was constructed in 1937. It is built of fireproof material and is of colonial design. It contains on three floors 18 classrooms, a cafeteria-study hall, and a gymnasium-auditorium in addition to a boiler room, health room, administrative offices, and toilet and storage facilities.

The high school employs the following personnel:

1	superintendent
1	principal
8	full-time teachers
4	part-time teachers
1	nurse
1	physician
1	dental
1	custodian
1	assistant to the custodian
2	cafeteria assistants
2	clerks

There are 194 pupils enrolled in the high school. There is no color, racial, or occupational distinction of any significance among them. The median intelligence quotient for high-school seniors for the school year 1946-47 was established at 111. The median for juniors for the same year was 108. Four per cent of pupils of high-school age attend private schools.

Methods employed to gather data.-- Inasmuch as the school situation of Town X is undoubtedly quite similar to that of many New England towns, it is thought by the writer, therefore, that results obtained from this study and observations and conclusions that appear therein may be of significance in a larger sense and not alone of immediate

consequence in the local situation.

The parents of high-school pupils in Town X, 234 in number, were sent under date of January 12, 1948, a letter signed by the high-school principal asking them if they were willing to participate in a study that concerned them and their views about certain services of their high school. Of the parents asked, 213 indicated their willingness to assist in the study. No negative responses were received. On January 30, 1948, an inquiry form containing 31 items and an accompanying letter of transmittal were sent to those 213 parents. Responses were made more slowly this time and the final number reporting was not so gratifying as in the initial instance. However, 123 parents did respond and the quality of the data thus brought together seemed to compensate for certain other deficiencies.

The number of parents reporting represents 57.7 per cent of the 213 who had indicated a willingness to consider the items of the inquiry form and 52.5 per cent of all the parents of Town X.

Although no scientific method was employed to check the reasons for non-response in the instances above noted, certain informal inquiries by the writer revealed a number of conditions that were probably factual.

Of the 21 parents who did not respond to the letter asking them to help with the study it might be said that

consequence in the local situation.

The parents of high-school pupils in Town X, 234 in number, were sent under date of January 12, 1948, a letter signed by the high-school principal asking them if they were willing to participate in a study that concerned them and their views about certain services of their high school. Of the parents asked, 213 indicated their willingness to assist in the study. No negative responses were received.

On January 30, 1948, an inquiry form containing 21 items and an accompanying letter of transmittal were sent to these 213 parents. Responses were made more slowly this time and the final number reporting was not so gratifying as in the initial instance. However, 123 parents did respond and the quality of the data thus brought together seemed to compensate for certain other deficiencies.

The number of parents reporting represents 57.7 per cent of the 213 who had indicated a willingness to consider the items of the inquiry form and 59.5 per cent of all the parents of Town X.

Although no scientific method was employed to check the reasons for non-response in the instances above noted, certain informal inquiries by the writer revealed a number of conditions that were probably factual.

Of the 21 parents who did not respond to the letter asking them to help with the study it might be said that

some were possessed of good intentions, but did not find, or allow, the time for making a reply. Several parents indicated that the trouble and bother of considering the items of the form would be too time and effort consuming.

Inquiry among the 90 parents who had originally indicated a willingness to participate in the study and who then failed to return the inquiry form indicated the following reasons for such failure: (1) procrastination, (2) disturbed by the length of the inquiry form, (3) did not consider themselves sufficiently well versed to venture an opinion, and (4) loss of inquiry form either at home or in transit.

Analysis of the returned inquiry forms revealed that information had been obtained from a cross section of the town and that limited parental response would in no sense bias conclusions.

Review of the Literature

Certain related published matter concerning the public and its schools.-- Richard A. Houseman, ^{1/} Assistant Professor of Education, Lehigh University, in an article, "The People Speak", writes pertinently about the layman and his thoughts about the American public school system. His article states

^{1/} Richard A. Houseman, "The People Speak", The Bulletin of the National Association of Secondary-School Principals (February, 1948) 32:pp. 31-33, 36.

some were possessed of good intentions, but did not find, or
allow, the time for making a reply. Several parents indicated
that the trouble and bother of considering the items of the
form would be too time and effort consuming.

Inquiry among the 30 parents who had originally indi-
cated a willingness to participate in the study and who then
failed to return the inquiry form indicated the following
reasons for such failure: (1) procrastination, (2) disturbed
by the length of the inquiry form, (3) did not consider them-
selves sufficiently well versed to venture an opinion, and
(4) loss of inquiry form either at home or in transit.
Analysis of the returned inquiry forms revealed that
information had been obtained from a cross section of the
town and that limited parental response would in no sense bias
conclusions.

Review of the Literature

Certain related published matter concerning the public
and its schools. -- Richard A. Hornsman, Assistant Professor
of Education, Lehigh University, in an article, "The People
Speak", writes pertinently about the layman and his thoughts
about the American public school system. His article states

"Richard A. Hornsman, 'The People Speak', The Bulletin of
The National Association of Secondary-School Principals
February, 1949, pp. 31-33, 35.

in part:

What does the layman think of the American public school system? What does he expect from the schools and from what sources does he get information about them? What are the major problems which he feels the school must meet and how would he as a teacher attempt to meet them? In which aspects of the school program is he most interested? What procedures does he as a layman recommend as possible means to solve school problems?

Important questions in any good public school relations program? Indeed they are! Yet have teachers and administrators found the answers? Have attempts been made to analyze individual communities from all possible angles, from the wrong side of the tracks to Nob Hill? Have all possible sources of information available been used in an attempt to make the school a more functional agency of community life? Have the people in each community been asked what they think of the schools and what they want for their children?

. . . . Through what procedures can teachers and administrators lay aside the years of training and experience which provide professional status and which make genuine rapport difficult? There are several ways:

1. Make positive attempts to contact representative citizens in your school service area at periodic intervals. Using a questionnaire to discover what the community thinks of the schools and what the component groups within the community desire from them is one available technique which has value.

. . . . A recent graduate class composed of teachers and administrators used the questionnaire-interview technique in some ten communities in southeastern Pennsylvania. Over 200 adults were contacted and contributed willingly, even enthusiastically, to the following 'non-professional' viewpoint of the educational program in their communities:

We as citizens (and taxpayers) get our information about the schools primarily from four sources; first, from the students attending school; second, from newspapers; third, from teachers; and fourth, from other adults in the community not officially connected with the school in any way. Only two per cent of us feel that the report card, as now designed and used, is of significant value even for its purported purpose, that

in part:

What does the layman think of the American public school system? What does he expect from the schools and from what sources does he get information about them? What are the major problems which he feels the school must meet and how would he as a teacher attempt to meet them? In which aspects of the school program is he most interested? What procedures does he as a layman recommend as possible means to solve school problems?

Important questions in any good public school relations program? Indeed they are! Let have teachers and administrators found the answers? Have attempts been made to analyze individual communities from all possible angles, from the wrong side of the tracks to Nob Hill? Have all possible sources of information available been used in an attempt to make the school a more functional agency of community life? Have the people in each community been asked what they think of the schools and what they want for their children?

... Through what procedures can teachers and administrators lay aside the years of training and experience which provide professional status and which make genuine reports difficult? There are several ways:
1. Make positive attempts to contact representative citizens in your school service area at periodic intervals. Using a questionnaire to discover what the community thinks of the schools and what the component groups within the community desire from them is one available technique which has value.

... A recent graduate class composed of teachers and administrators used the questionnaire-interview technique in some ten communities in southeastern Pennsylvania. Over 300 adults were contacted and contributed willingly, even enthusiastically, to the following 'non-professional' viewpoint of the educational program in their communities:

We as citizens (and taxpayers) get our information about the schools primarily from four sources: first, from the students attending school; second, from newspapers; third, from teachers; and fourth, from other adults in the community not officially connected with the school in any way. Only two per cent of us feel that the report card, as now designed and used, is of significant value even for its purported purpose, that

of indicating individual student scholastic progress and achievement. In fact, over fifty per cent of us feel that the report card should include an evaluation of the child's personal attitudes in school, his behavior, his character, initiative and social abilities, his participation in extra-class activities, and his potentialities for future development in the form of an evaluation of special aptitudes and talents.

. . . . The time has come when school people must make positive efforts to bring the general public back into the fold of the school. In fact, no fundamentally sound program of public relations can exist unless such aims are accomplished or, more important still, under no other conditions can an educational system become truly adapted to community needs and become truly functional in nature.

Education is still the people's business !

^{1/}
Lester B. Ball, Superintendent of Schools, Highland Park, Illinois, claims it the fault of the school administrator that parental support of school programs is generally lacking. He says:

Across the nation stretch vast cemeteries of educational programs, programs that have died for lack of proper interpretation to American communities. Through sheer stupidity, and often a false sense of academic nicety, we school administrators of the nation have destroyed many needed educational advances and destroyed them by our own shortsightedness. Perhaps it has been our university training; perhaps it is due to the fancy titles we obtain in our profession. Whatever the reason, much of the so-called information we have given the American public has been presented in such a way that it has either been unintelligible to those not acquainted with our professional jargon, or so presented as to antagonize rather than gain the support of the people in our communities.

1/ Lester B. Ball, "Making Parents Partners in Education", The Bulletin of the National Association of Secondary-School Principals (February, 1948) 32: pp. 255, 258.

of indicating individual student scholastic progress and achievement. In fact, over fifty per cent of us feel that the report card should include an evaluation of the child's personal attitudes in school, his behavior, his character, initiative and social abilities, his participation in extra-class activities, and his potentialities for future development in the form of an evaluation of special aptitudes and talents. . . . The time has come when school people must make positive efforts to bring the general public back into the fold of the school. In fact, no fundamentally sound program of public relations can exist unless such aims are accomplished or, more important still, unless no other conditions can an educational system become truly adapted to community needs and become truly functional in nature.

Education is still the people's business!

Lester B. Ball, Superintendent of Schools, Highland

Park, Illinois, claims it the fault of the school administration that parental support of school programs is generally lacking. He says:

Across the nation stretch vast communities of educational programs, programs that have died for lack of proper interpretation to American communities. Through sheer stupidity, and often a false sense of academic honesty, we school administrators of the nation have destroyed many needed educational advances and destroyed them by our own shortsightedness. Perhaps it has been our university training; perhaps it is due to the fancy titles we obtain in our profession. Whatever the reason, much of the so-called information we have given the American public has been presented in such a way that it has either been unintelligible to those not acquainted with our professional jargon, or so presented as to antagonize rather than gain the support of the people in our communities.

Lester B. Ball, "Working Parents Partners in Education", The Bulletin of the National Association of Secondary-School Principals (February, 1938) 32: pp. 255, 258.

"... The past history of educational public relations has been one of timidity and fear, starting usually with the assumption that the public would be opposed to educational advance. We have learned, through the last few years of educational activity, that support will be forthcoming if we will take into our confidence those people in our community who are concerned about good education. We have learned, too, that we must apply the same key to their active support that we use in education with children. This key is developing a sense of belonging and securing active participation in the program we undertake. Certainly no educational program will be any stronger than the basic understandings which the community has about the school and its activities. These understandings and activities can be extended only as parents become partners in the school."

Two years ago in the state of New Hampshire, Commissioner of Education Fuller inaugurated a plan for parental cooperation in the business of public education. He organized at key points throughout the state forums or councils composed of lay and professional men and women. Matters of state and municipal educational policy were freely and frankly discussed at these forums. Commissioner Fuller himself was frequently in attendance. The members of these larger groups then met in their own communities with local groups for further consideration of points of policy pertaining to public education. In this way there was created a close liason between the professional leaders in education and the public that was the financial support of the school systems throughout the state.

Commissioner Fuller has since left New Hampshire. The writer feels that there is much to be gained from a plan of

"... The past history of educational public relations has been one of timidity and fear, starting usually with the assumption that the public would be opposed to educational advances. We have learned, through the last few years of educational activity, that support will be forthcoming if we will take into our confidence those people in our community who are concerned about good education. We have learned, too, that we must apply the same key to their active support that we use in education with children. This key is developing a sense of belonging and securing active participation in the program we undertake. Certainly no educational program will be any stronger than the basic understandings which the community has about the school and its activities. These understandings and activities can be extended only as parents become partners in the school."

Two years ago in the state of New Hampshire, Commissioner of Education Elliot inaugurated a plan for parental cooperation in the business of public education. He organized at key points throughout the state forums or councils composed of lay and professional men and women. Matters of state and municipal educational policy were freely and frankly discussed at these forums. Commissioner Elliot himself was frequently in attendance. The members of these larger groups then met in their own communities with local groups for further consideration of points of policy pertaining to public education. In this way there was created a close liaison between the professional leaders in education and the public that was the financial support of the school system throughout the state.

Commissioner Elliot has since left New Hampshire. The writer feels that there is much to be gained from a plan of

public participation such as that practiced in the Granite State and hopes that others may pattern after the program.

But what of the layman himself? Is he interested in public education beyond the fact that there exists in substance a school building that opens its doors to his children for approximately 180 days out of the calendar year? Two articles from non-professional literature are somewhat revealing in answer to the above questions.

Stanley High,^{1/} writing for the Reader's Digest, exhorts the public to take a larger view of education. He says:

It is time we woke up to the disheartening fact that there is no educational virtue, per se, in increased educational appropriations. It is time we gave as much attention to what our children are taught as we give to the kind of building they are taught in and the salaries paid their teachers. It is time we followed our school children and our school dollar into the school to help our educators revive those purposes which will enable education to meet the moral needs of America.

. . . We, however, expect the school to do its job of moral training and ours as well. We want our children to become good, happy, useful members of society, but too many of us offer little help in the undertaking. We do not aim to let it interfere with our habits, attitudes and practices. Instead, we fall back on the American dogma that education is the ultimate panacea, and we send our children to school believing they will get from their books and teachers the example we have not provided them, the inspiration we have not aroused, the values we have not affirmed.

Christian Gauss^{2/} wrote an article entitled "The Aims of

1/ Stanley High, "Our Schools Need More than Our Money", The Reader's Digest (December, 1947), p. 17.

2/ Christian Gauss, "The Aims of Education", Ladies' Home Journal (January, 1948) p. 42.

public participation such as that practiced in the Granite State and hopes that others may pattern after the program. But what of the layman himself? Is he interested in public education beyond the fact that there exists in attendance a school building that opens its doors to his children for approximately 180 days out of the calendar year? Two articles from non-professional literature are somewhat revealing in answer to the above questions.

Stanley High, writing for the Reader's Digest, exhorts the public to take a larger view of education. He says:

It is time we woke up to the disheartening fact that there is no educational virtue, per se, in increased educational appropriations. It is time we gave as much attention to what our children are taught as we give to the kind of building they are taught in and the salaries paid their teachers. It is time we followed our school children and our school dollar into the school to help our educators revive those purposes which will enable education to meet the moral needs of America.

We, however, expect the school to do its job of moral training and ours as well. We want our children to become good, happy, useful members of society, but too many of us offer little help in the understanding. We do not aim to let it interfere with our habits, attitudes and practices. Instead, we fall back on the American dogma that education is the right-ness of things, and we send our children to school believing they will get from their books and teachers the example we have not provided them, the inspiration we have not aroused, the values we have not affirmed.

Christian Gunnar wrote an article entitled "The Aims of

Stanley High, "Our Schools Need More than Our Money," The Reader's Digest (December, 1947), p. 17.

Christian Gunnar, "The Aims of Education," Ladies' Home Journal (January, 1948) p. 42.

Education" which appeared in the January, 1948, issue of the Ladies' Home Journal. Mr. Gauss points to the necessity for parental interest in education. He introduces his subject in the above-named article by saying:

If you ask the average American not a teacher, what are the aims of education, he will probably tell you, 'Thank God, that is none of my business.' In this he is very much mistaken. If, for instance, you are a parent, it is fairly safe to say you have deep convictions on this subject. You have often discussed it earnestly, even if you didn't realize that was what you were doing. Parents go down to the very heart of this problem when they ask themselves what they would like to have their children become twenty or thirty years from now.

The Massachusetts Teacher for January, 1948 publishes an article by Elbridge C. Grover,^{1/} Superintendent of Schools, Reading, Massachusetts, concerning the practical values of parental participation in school affairs. This author makes the following comment about parents and their place in the scheme of things educational:

Parents understand school health problems better when they accept invitations from the principal to help supervise noon lunches. They understand better the purposes of educational trips to the children's museum, natural history rooms, and even the farm, if they go along as chaperones and return to the school and see how these experiences become the basis for instruction. In one community, the parents who went along with a group of pupils to a youth concert were instrumental in getting money for bus transportation for future concerts. Parents who have this experience with pupils are staunch supporters for funds for these purposes. Whenever parents and teachers work on a common project for children, understanding and appreciation develop.

1/ Elbridge C. Grover, "What Can We Do in Public Relations?", The Massachusetts Teacher (January, 1948) 4:3.

Education" which appeared in the January, 1948, issue of the Ladies' Home Journal. Mr. Gross points to the necessity for parental interest in education. He introduces his subject in the above-mentioned article by saying:

If you ask the average American not a teacher, what are the aims of education, he will probably tell you, "Thank God, that is none of my business." In this he is very much mistaken. If, for instance, you are a parent, it is fairly safe to say you have deep convictions on this subject. You have often discussed it earnestly, even if you didn't realize that was what you were doing. Parents go down to the very heart of this problem when they ask themselves what they would like to have their children become twenty or thirty years from now.

The Massachusetts Teacher for January, 1948 publishes an article by ¹Miss G. Grover, Superintendent of Schools, Reading, Massachusetts, concerning the practical values of parental participation in school affairs. This author makes the following comment about parents and their place in the scheme of things educational:

Parents understand school health problems better when they accept invitations from the principal to help supervise noon lunches. They understand better the purposes of educational trips to the children's museum, natural history rooms, and even the farm, if they go along as chaperones and return to the school and see how these experiences become the basis for instruction. In one community, the parents who went along with a group of pupils to a youth concert were instrumental in getting money for bus transportation for future concerts. Parents who have this experience with pupils are staunch supporters for funds for these purposes. Whenever parents and teachers work on a common project for children, understanding and appreciation develop.

1/ Miss G. Grover, "What Can We Do in Public Relations?"
The Massachusetts Teacher (January, 1948) 4:3.

The importance of parent (public) interest in the nation's schools is well stated in the concluding paragraph of an article by Catherine Tuttle Squires ^{1/} in The Atlantic for September, 1947. Quoting:

" . . . however, I should never let my own community forget its primary responsibility in the education of its children. There is where the spark of initiative must ignite, and be fanned to working heat. If we can but arouse enough people everywhere, in the country, in the towns, and in the great cities, we shall have schools worthy of the best in the American tradition, and productive of citizens who will unite in the great cause of peace and security for all."

Those of the teaching profession who are most modern in their thinking and those of the laity who are most concerned with providing the best in education for this generation's children are in agreement that there must be a close understanding and a working unity of effort aimed at common goals of achievement.

^{2/} Doctor Roy O. Billett, Boston University, writes of the necessity of an informed public as follows:

To be sure, the public in general has an abundant faith in a secondary school open to all on terms of true equality; but the assertion is ventured that the public has never understood the nature of the great and costly changes in courses and in teaching methods which are absolutely necessary to make true, universal, secondary education a reality.

1/ Catherine Tuttle Squires, "The Schools I Want and How to Get Them", The Atlantic (September, 1947) p. 78.

2/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940, p. 39.

The importance of parent (public) interest in the nation's schools is well stated in the concluding paragraph of an article by Catherine Tuttle Spence in The Atlantic for September, 1947. Quoting:

"... however, I should never let my own community forget its primary responsibility in the education of its children. There is where the spark of initiative must ignite, and be fanned to working heat. If we can but arouse enough people everywhere, in the country, in the towns, and in the great cities, we shall have schools worthy of the best in the American tradition, and productive of citizens who will unite in the great cause of peace and security for all."

Those of the teaching profession who are most modern in their thinking and those of the laity who are most concerned with providing the best in education for this generation's children are in agreement that there must be a close understanding and a working unity of effort aimed at common goals of achievement.

Hector Roy O. Billett, Boston University, writes of

the necessity of an informed public as follows:

To be sure, the public in general has an abundant faith in a secondary school open to all on terms of true equality; but the assertion is ventured that the public has never understood the nature of the great and costly changes in courses and in teaching methods which are absolutely necessary to make true, universal, secondary education a reality.

Catherine Tuttle Spence, "The Schools I Want and How to Get Them," The Atlantic (September, 1947) p. 78.
Hector Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940, p. 32.

". . . The public must know that America can afford an adequate program of universal secondary education if she cares to do so. A public that knows the facts will gladly provide the increased appropriations for secondary education which must be provided if the goal of universal secondary education is to be achieved. A public that knows the facts will understand that in paying for schools it is 'buying civilization'-- liberty -- modern democracy."

A close alliance and a mutual confidence must exist between the public and the teaching profession, if American youth is to be best served.

Some persons in the field of education, realizing the need for an informed and cooperative parental-public, have published articles and books relating to the various aspects of the educative process; attempting thereby to answer some of the many questions that parents have concerning the education of their children. One such author is Winifred E. Bain^{1/} who attempts to define what current education has to offer contemporary youth at early age levels. The book recounts many specific changes in the system of education in the United States and describes the practical functioning of the school at work. Books of this type aid materially in clearing the air of confused and erroneous notions concerning public education.

In an article concerned with parent-teacher relations, Ivan A. Booker,^{2/} writing for the National Parent-Teacher,

^{1/} Winifred E. Bain, Parents Look at Modern Education, D. Appleton-Century Company, New York, 1935, viii + 318.

^{2/} Ivan A. Booker, "When Home and School Disagree", National Parent-Teacher (November, 1947) 42: pp. 4-7.

"... The public must know that America can afford an adequate program of universal secondary education if she cares to do so. A public that knows the facts will gladly provide the increased appropriations for secondary education which must be provided if the goal of universal secondary education is to be achieved. A public that knows the facts will understand that in paying for schools it is 'paying civilization' -- liberty -- modern democracy."

A close alliance and a mutual confidence must exist between the public and the teaching profession, if American youth is to be best served.

Some persons in the field of education, realizing the need for an informed and cooperative parental-public, have published articles and books relating to the various aspects of the educative process; attempting thereby to answer some of the many questions that parents have concerning the education of their children. One such author is Winifred E. Bain who attempts to define what current education has to offer contemporary youth at early age levels. The book recounts many specific changes in the system of education in the United States and describes the practical functioning of the school at work. Books of this type aid materially in clearing the air of confused and erroneous notions concerning public education.

In an article concerned with parent-teacher relations, Ivan A. Booker, writing for the National Parent-Teacher,

Winifred E. Bain, Parents Look at Modern Education, N. Appleton-Century Company, New York, 1933, viii + 318.

Ivan A. Booker, "When Home and School Disagree", National Parent-Teacher (November, 1934) 42: pp. 4-7.

admits that there are many points of disagreement and misunderstanding between the home and the school. The author suggests that the way toward reconciling different points of view is to encourage both factions to see that:

- a. The facts of the matter are firmly established.
- b. Straight thinking directs the search for solutions.
- c. Personalities never cloud the issues.
- d. Mature emotions are always in evidence.
- e. Common ground be established as a basis from which logical reasoning may proceed.
- f. "New horizons" of understanding result from discussion.

Many parents and teachers are cognizant of the fact that a closer harmony of relations is desirable. Not a few of the nation's parents and teachers are doing something to bring about that desired state of affairs.

One parent^{1/} writes of an interesting and apparently successful experiment in forming a "Parents' Auxiliary"; an organization of parents that came to be from an earnest desire on the part of parents to understand better the public-school situation and to be, by virtue of such acquired understanding, of greater assistance in furthering the educative process. The "Auxiliary" brought parents and teachers into

1/ Helen Van Pelt Wilson, "Education is a Two-Way Street", Parents' Magazine (November, 1944) 19: 152.

a closer bond of understanding and cooperative endeavor. Teachers and parents became neighbors and friends. In the article, the author says:

It is indeed a good thing for all concerned when parents are seen around school in other capacities than as trouble smoothers and teachers are included as guests at home parties. In fact, when parent and teacher get to the Jane and Sally stage with each other, education is bound to be on the up-and-up. As one of our principals summed up the value of our 'Parents' Auxiliary'; 'It gives us a chance to inform you in method and you the opportunity to keep us practical. That way neither of us is likely to get stuffy or complacent.'

School administration is very much aware of the fact that it owes its existence to the supporting public. The parental-public is likewise conscious that it has a vital stake in the performance of school administration. It seems logical to predict better things for public education through cooperative action by parents and teachers.

^{1/} Farley conducted a survey among some five thousand parents to determine what factors of the school in its functional capacity were of greatest interest and concern to them. Table I shows the order of interest as indicated by those parents and is copied in modified form from Farley's survey report.

^{1/} Belmont M. Farley, "What to Tell the People about the Public Schools", Contributions to Education, Number 355, Teachers College, Columbia University, New York, 1929, pp. 16, 37, 49.

Table 1. Rank Order of Interest in School Functions by
5,067 Parents

Subject	Order of Interest
(1)	(2)
Pupil progress and achievement.....	1
Methods of instruction.....	2
Health of pupils.....	3
Courses of study.....	4
Value of education.....	5
Discipline and behavior of pupils.....	6
Teachers and school officers.....	7
Attendance.....	8
School buildings and building programs.....	9
Business management and finance.....	10
Boards of education and administration.....	11
Parent teachers' association.....	12
Extra-curricular activities.....	13

Although the writer did not employ the topics listed in the table as a guide for constructing any of the items included in the inquiry form herein concerned, they are, for the most part, essentially of the same pattern. Therefore, the parental reaction disclosed by Farley's ^{1/} survey seems worthy of note in this study.

Authors Bolton, Cole, and Jessup ^{2/} in The Beginning Superintendent, referring to Farley's findings among parents, say, "One is also forcibly impressed with the good judgment expressed by the parents. The selections doubtless coincide very closely with those of the teachers."

^{1/} Belmont M. Farley, op. cit.

^{2/} Frederick E. Bolton, Thomas R. Cole, John H. Jessup, The Beginning Superintendent, The Macmillan Company, New York, 1937, p. 236.

Table 1. Rank Order of Interest in School Functions by
1,000 Parents

Subject	Order of Interest
(1)	(2)
Parent progress and achievement.....	1
Methods of instruction.....	2
Health of pupils.....	3
Curriculum of study.....	4
Value of education.....	5
Discipline and behavior of pupils.....	6
Teachers and school officers.....	7
Attendance.....	8
School buildings and building programs.....	9
Business management and finance.....	10
Boards of education and administration.....	11
Parent teachers' association.....	12
Extra-curricular activities.....	13

Although the writer did not employ the topics listed in the table as a guide for constructing any of the items included in the inquiry form herein concerned, they are, for the most part, essentially of the same pattern. Therefore, the parental reaction disclosed by Farley's survey seems worthy of note in this study.

Authors Bolton, Cole, and Jessup in The Beginning Superintendent, referring to Farley's findings among parents, say, "One is also forcibly impressed with the good judgment expressed by the parents. The selections doubtless coincide very closely with those of the teachers."

Edmund M. Farley, op. cit.

Frederick R. Bolton, Thomas R. Cole, John E. Jessup, The Beginning Superintendent, The Macmillan Company, New York, 1934, p. 286.

CHAPTER II

SPECIFIC PARENTAL RESPONSES AND OPINIONS

Concerning Methods and Materials

Parental opinion pertaining to methods and materials.--

In the study conducted by the writer in Town X, the parents were found to possess the least information concerning that portion of the inquiry form devoted to matters of materials and methods. There was little attempt on the part of the parents to disguise their lack of knowledge and information in these respects as is shown in Table 2.

Table 2. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Methods and Materials

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Do you consider the methods of teaching sound ?.....	99	80.5	4	3.2	20	16.3
Do you consider the materials of instruction modern and of practical worth in their application?.....	90	73.2	6	4.8	27	22.0

Table 2. (continued)

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Is the subject matter in general, taught as a useful tool; that is, is it concerned with the problems of living?.....	81	65.8	11	8.9	31	25.3
Do pupils receive sufficient teacher-attention as individuals?.....	63	51.2	21	17.1	39	31.7
Are new and revised courses added to the school curriculum from time to time?.....	48	39.0	19	15.5	56	45.5
Are pupils given adequate opportunity for thinking and for thought expression?.....	90	73.2	16	13.0	17	15.8
Are pupils' interests used to enrich subject materials?.....	75	61.0	5	4.1	43	34.9
Does the school tend to devote too much time to "frills and fads" while ignoring the basic fundamentals of education?.....	15	12.2	88	71.5	20	16.3

Table 2. (continued)

Subject	Addictive					Negative Not Reporting				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Is the subject matter in general, taught as a useful tool; that is, is it connected with the problems of living?.....	81	62.8	11	8.9	31	25.2				
Do pupils receive sufficient teacher-attention as individual signals?.....	82	61.2	21	17.1	32	31.7				
Are new and revised courses added to the school curriculum from time to time?.....	48	39.0	12	12.2	22	42.2				
Are pupils given adequate opportunity for thinking and for thought expressions?.....	90	72.2	12	12.0	17	12.2				
Are pupils' interests used to enrich subject materials?.....	75	61.0	2	4.1	42	24.2				
Does the school tend to devote too much time to "trills and facts" while ignoring the basic fundamentals of education?.....	12	12.2	88	71.2	20	12.2				

Table 2. (concluded)

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Do you consider that high schools are doing a better job of educating youth today than was done a generation ago?..	81	65.9	24	19.5	18	14.6
If finances were of no consideration, would you prefer to send your children to private schools?....	21	17.1	75	61.0	27	21.9

The item asking about "new and revised courses being added to the school curriculum from time to time" received 48 responses in the affirmative and 19 responses in the negative. Significantly, there were 76 instances of no response whatsoever. Thirty-nine parents made no response to the item concerned with teacher-attention to individual pupils. Forty-three parents made no response to the item that asked "Are pupils' interests used to enrich subject materials?". Parents stated time and time again that they were not informed in the matter of materials and methods and that they deplored the fact, admitting the while that they should be and would like to be better acquainted with their schools in these respects.

In what may seem in contradiction to that just noted above, a fairly comfortable majority of parents reported

Table 2. (continued)

Subject	Affirmative		Negative		Not Reporting	
	Num-	Per	Num-	Per	Num-	Per
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Do you consider that high schools are doing a better job of educating youth today than was done a generation ago?	51	65.9	24	12.5	18	14.6
If finances were of no consideration, would you prefer to send your children to private schools?	51	14.1	75	61.9	27	21.9

The item asking about "new and revised courses being added to the school curriculum from time to time" received 48 responses in the affirmative and 19 responses in the negative. Significantly, there were 75 instances of no response whatsoever. Thirty-nine parents made no response to the item concerned with teacher-attention to individual pupils. Forty-three parents made no response to the item that asked "Are pupils' interests need to enrich subject materials?" Parents stated time and time again that they were not informed in the matter of materials and methods and that they deplored the fact, admitting the while that they should be and would like to be better acquainted with their schools in these respects.

In what may seem in contradiction to that just noted above, a fairly comfortable majority of parents reported

that they were satisfied that teaching methods were sound, that materials of instruction were modern and of practical worth in their application, that subject matter was taught as a useful tool concerned with the problems of living and that the school did not ignore basic fundamentals of education in favor of "frills and fads". Several of the items concerned with the more general phases of material and method were among the first in the inquiry form. It is the writer's opinion that parents, in many instances, dared vouchsafe an opinion as they bravely launched themselves into the business of considering the items of the form, but, as questions became slightly more specific and searching, their confidence faltered and they came to realize limitations in their knowledges and understandings. Several interviews with parents seemed to substantiate this opinion.

As may be noted in Table 2, at no time was a majority of parents unfavorably disposed to the status quo.

It was gratifying to observe that many more parents favored the public school over the private school. Said one parent in this respect, "I feel that the public school prepares us to work and play with people from all walks of life and gives us a better understanding of human nature. To achieve balance, a child must be exposed to the varied influences of associates from all strata of society-- with its several creeds and social traditions. It's the public school in any case ! "

that they were satisfied that teaching methods were sound, that materials of instruction were modern and of practical worth in their application, that subject matter was taught as a useful tool concerned with the problems of living and that the school did not ignore basic fundamentals of education in favor of "trills and tags". Several of the items concerned with the more general phases of material and method were among the first in the inquiry form. It is the writer's opinion that parents, in many instances, have vacillated in opinion as they bravely launched themselves into the business of considering the items of the form, but, as questions became slightly more specific and searching, their confidence faltered and they came to realize limitations in their knowledge and understandings. Several interviews with parents seemed to substantiate this opinion.

As may be noted in Table 2, at no time was a majority of parents unreservedly disposed to the status quo.

It was gratifying to observe that many more parents favored the public school over the private school. Said one parent in this respect, "I feel that the public school gives us to work and play with people from all walks of life and gives us a better understanding of human nature. To achieve balance, a child must be exposed to the varied influences of association from all strata of society--with its several areas and social traditions. It's the public school in any case!"

Significant professional comment on methods and materials.-- In reference to those items in Table 2 that refer to the up-to-dateness of materials and methods of instruction, Reeder,^{1/} in his book, The Fundamentals of Public School Administration, states that the curriculum must be constantly adapted to the needs of a continuously changing society. Reeder expands upon this thought further by saying:

. . . .Under an ideal practice the curriculum would be slightly in the vanguard of social progress. If the needed revisions are not made, the curriculum can not meet the needs of a dynamic society, and there is danger that it will lag many years behind social progress and become an excrescence upon society rather than a nourishment to it. Any such lag will result in a loss of time and energy devoted to school purposes; pupils will become attracted to progressing activities outside the school and will want to leave the school: and the pupil is likely to lose faith in the school and to regard the school's budget as obese. The lag can only be prevented by school officials and employees who are constant, intelligent, unselfish, and courageous students of the never-ending and turbulently flowing stream of civilization. School officials and employees cannot merely observe that stream; they must help to purify it, to straighten its channel, and often to change its course.

Eighty-eight parents felt that the school did not devote too much time to "frills and fads." Says Reeder:^{2/}

The schools have frequently been criticized for harboring 'fads and frills', for engaging in 'boondoggling.' When the term 'fad and frill' is used, it is implied that a non-essential is being

1/ Ward G. Reeder, The Fundamentals of Public School Administration, The Macmillan Company, New York, 1941, pp. 611-12.

2/ Ibid., pp. 621, 622.

Sufficient professional comment on methods and

materials.-- In reference to those items in Table 2 that refer to the up-to-dateness of materials and methods of instruction, Reeder, in his book, The Fundamentals of Public School Administration, states that the curriculum must be constantly adapted to the needs of a continuously changing society. Reeder expands upon this thought further by say-

ing:

... Under an ideal practice the curriculum would be slightly in the vanguard of social progress. If the needed revisions are not made, the curriculum can not meet the needs of a dynamic society, and there is danger that it will lag many years behind social progress and become an encumbrance upon society rather than a nourishment to it. Any such lag will result in a loss of time and energy devoted to school purposes; pupils will become attracted to progressing activities outside the school and will want to leave the school; and the pupil is likely to lose faith in the school and to regard the school's purpose as obsolete. The lag can only be prevented by school officials and employees who are constant, intelligent, unselfish, and courageous students of the never-ending and infinitely flowing stream of civilization. School officials and employees cannot merely observe that stream; they must help to purify it, to straighten its channel, and often to change its course.

Eighty-eight parents felt that the school did not devote too much time to "trills and fads." Says Reeder:

The schools have frequently been criticized for harboring 'fads and trills', for engaging in 'boon-doing'. When the term 'fad and trill' is used, it is implied that a non-essential is being

Ward E. Reeder, The Fundamentals of Public School Administration, The Macmillan Company, New York, 1931, pp. 211-12.

2 Ibid., pp. 621, 622.

harbored. Every new student has been compelled to run this gauntlet of criticism-- a criticism which has come especially from the conservatives of society.

School officials and employees, therefore, must ever be students of educational values, especially of the relative values of the school subjects and of all parts of those subjects. They must keep in mind relative values because only a small portion of what might be taught can be taught.

On the one hand, teachers and school officials must not be guilty of harboring useless fads and frills. On the other hand, they must be able and willing to defend new subject matter and new procedures when these are an improvement over, or a supplement to, the old; in fact, they should be on the lookout for this type of subject matter. They should remember that the so-called fad and frill of yesterday often becomes the necessity of today. In brief, they must be eternal reformers.

The writer has made reference to the gratifying response by parents in favor of the public school. Table 2 shows that parents favored the public school over the private school by a ratio of more than three to one. The study reported by Carl C. Seltzer,^{1/} concerning the academic success in college of public and private school students: freshman year at Harvard, might be considered to have a rather direct bearing on the public versus private school situation. The study "deals with the overall academic records of public and private school students in the freshman year at Harvard College." The data appertain to two classes, those of 1943 and 1944 during the pre-war academic years of 1939-40 and 1940-41 respectively. Mr. Seltzer summarizes

1/ Carl C. Seltzer, Academic Success in College of Public and Private School Students: Freshman Year at Harvard, Journal Press, Provincetown, Massachusetts, 1947.
(Also published in The Journal of Psychology, 1948, Vol.25, pp. 419-431).

harbored. Every new student has been compelled to run this gauntlet of criticism--a criticism which has come especially from the conservatives of society. School officials and employees, therefore, must ever be students of educational values, especially of the relative values of the school subjects and of all parts of those subjects. They must keep in mind relative values because only a small portion of what might be taught can be taught.

On the one hand, teachers and school officials must not be guilty of harboring useless facts and trivia. On the other hand, they must be able and willing to defend new subject matter and new procedures when there are an improvement over, or a supplement to, the old; in fact, they should be on the lookout for this type of subject matter. They should remember that the so-called fact and trivia of yesterday often becomes the necessity of today. In brief, they must be eternal reformers.

The writer has made reference to the gratifying response by parents in favor of the public school. Table 2 shows that parents favored the public school over the private school by a ratio of more than three to one. The study reported by Carl G. Seltzer, concerning the academic success in college of public and private school students: Freshman year at Harvard, might be considered to have a rather direct bearing on the public versus private school situation. The study deals with the overall academic record of public and private school students in the freshman year at Harvard College. The data pertain to two classes, those of 1943 and 1944 during the pre-war academic years of 1939-40 and 1940-41 respectively. Mr. Seltzer summarizes

Carl G. Seltzer, Academic Success in College of Public and Private School Students: Freshman Year at Harvard, Journal Press, Providence, Massachusetts, 1947. (Also published in The Journal of Psychology, 1948, Vol. 35, pp. 419-431).

the findings of his study as follows:

1. Students admitted from public schools presented markedly superior academic performances in the Freshman year to those admitted from private schools. The public school students ranked the highest, the private day school intermediate, and the private boarding school students the lowest. About twice the proportion of private boarding school students were designated as academic failures as public school students; while about twice the proportion of public school students attained the Dean's List (distinction) as did private boarding school students.

2. Further analysis showed that for the combined Classes of 1943 and 1944 there was striking similarity between the mean SAT (Scholastic Aptitude Test) and MAT (Mathematical Attainments Test) scores of the public, private day, and private boarding students. Insofar as the SAT and MAT may be used as criteria for the individual's intellectual potential, then, in this latter regard there was no evidence that the groups of private school students in the series were measurably different from the public school students.

3. It appears that the superior academic performance of the Freshmen from public schools over the Freshmen from private schools is not unique, for the Classes of 1943 and 1944, but has existed at Harvard for many years, and undoubtedly in other similar institutions as well.

Methods and materials employed in the high school of Town X.-- Having considered the parental point of view and certain professional observations concerning the matter of methods and materials, it might be well at this point to examine the local situation in Town X in these respects. The writer will attempt to be impartial in his judgment of the status quo, but it must be remembered that he is close to the local scene and may be not entirely without prejudice.

the findings of his study as follows:

1. Students admitted from public schools presented markedly superior academic performance in the Freshman year to those admitted from private schools. The public school students ranked the highest, the private day school intermediate, and the private boarding school students the lowest. About twice the proportion of private boarding school students were designated as academic failures as public school students; while about twice the proportion of public school students attained the Dean's List (distinction) as did private boarding school students.
2. Further analysis showed that for the combined classes of 1943 and 1944 there was striking similarity between the mean SAT (Scholastic Aptitude Test) and MAT (Mathematical Attainments Test) scores of the public, private day, and private boarding students. Insofar as the SAT and MAT may be used as criteria for the individual's intellectual potential, then, in this latter regard there was no evidence that the groups of private school students in the series were measurably different from the public school students.
3. It appears that the superior academic performance of the Freshmen from public schools over the Freshmen from private schools is not unique for the classes of 1943 and 1944, but has existed at Harvard for many years, and undoubtedly in other similar institutions as well.

Methods and materials employed in the high school of

Town X. -- Having considered the personal point of view and certain professional observations concerning the matter of methods and materials, it might be well at this point to examine the local situation in Town X in these respects. The writer will attempt to be impartial in his judgment of the status quo, but it must be remembered that he is close to the local scene and may be not entirely without prejudice.

The first item in Table 2 makes inquiry into the soundness of teaching methods in the high school of Town X. It is the writer's opinion that they are essentially sound. Teachers are well trained and in all cases with at least several years of teaching experience. There is a conscientious attempt on the part of teaching personnel to keep abreast with what is modern in respective subject-matter fields. Many, but not all, teachers make themselves familiar with that which is currently held best in professional literature. Group committees among teachers are actively concerned with studies designed to improve various classroom techniques. Discipline is good. The overall picture as far as methods are concerned is one that is satisfying to the writer. Parents seemed to agree. Standards noted in professional writing by prominent authors support the opinion of writer and parents.

The second item in Table 2 asks if the materials of instruction are modern and of practical worth in their application. The writer feels that those materials now employed are modern and worthy in a practical sense. However, certain materials are lacking. There is no mechanical arts curriculum in the school system. Domestic arts for girls exist, but the course is rather inadequate in scope. Additional facilities for home planning and management are desirable.

Is the subject matter, in general, taught as a useful

The first item in Table 2 makes inquiry into the soundness of teaching methods in the high school of Town X. It is the writer's opinion that they are essentially sound. Teachers are well trained and in all cases with at least several years of teaching experience. There is a continuous attempt on the part of teaching personnel to keep abreast with what is modern in respective subject-matter fields. Many, but not all, teachers make themselves familiar with that which is currently held best in professional literature. Group committees among teachers are actively concerned with studies designed to improve various classroom techniques. Discipline is good. The overall picture as far as methods are concerned is one that is satisfying to the writer. Parents seemed to agree. Standards noted in professional writing by prominent authors support the opinion of writer and parents.

The second item in Table 2 asks if the materials of instruction are modern and of practical worth in their application. The writer feels that these materials are employed and worthy in a practical sense. However, certain materials are lacking. There is no mechanical arts curriculum in the school system. Domestic arts for girls exist, but the course is rather inadequate in scope. Additional facilities for home planning and management are desirable.

In the subject matter, in general, taught as a useful

tool and concerned with the problems of living ? For the most part the answer would seem to be, "yes".

The following program of studies was offered to the high school pupils of Town X in the school year 1948-1949:

College Preparatory

Grade IX		Grade X		Grade XI		Grade XII	
Subject	Units	Subject	Units	Subject	Units	Subject	Units
English	5	English	5	English	5	English	5
Algebra I	5	Geometry	5	United States		Problems of democracy	5
General science	5	Biology	5	history	5	Physical education*	1
Latin I	5	French I	5	Physical education*	1	Review mathematics	5
Physical education*	1	Physical education*	1	French II	5	Electives	
Electives		Latin II	5	Electives		Typing (personal)	1½
Civics	5	Electives		Chemistry	5	Trigonometry and Solid geometry	5
		World history	5	Trigonometry and Solid geometry	5	Psychology	5
				Psychology	5	Chemistry	5
				Advanced foods	3	Advanced foods	3

IX		Commercial X		XI		XII	
Subject	Units	Subject	Units	Subject	Units	Subject	Units
English	5	English	5	English	5	English	5
Introduction to business	5	Bookkeeping	5	United States history	5	Problems of democracy	5
General mathematics	5	Typing I	2½	Typing II	2½	Shorthand II	5
Physical education*	1	Physical education*	1	Shorthand I	5	Typing III	2½
Electives		Electives		Physical education*	1	Physical education*	1
General science	5	Biology	5	Electives		Electives	
Civics	5	World history	5	French II	5	Consumer science	5
		French I	5	Consumer science	5		
		Advanced foods	3				

tool and connected with the problem of living ? for the
most part the answer would seem to be, "yes".
The following program of studies was offered to the
high school pupils of Town E in the school year 1948-1949:

College Preparatory

Grade IX		Grade X		Grade XI		Grade XII	
Subject	Units	Subject	Units	Subject	Units	Subject	Units
English	5	English	5	English	5	English	5
Algebra I	5	Geometry	5	United States	5	Problems of Democracy	5
General Science	5	Biology	5	History	5	Physical Science	5
Latin I	5	French I	5	Physical Education	1	Physical Education	1
Physical Education	1	Physical Education	1	Physical Education	1	Physical Education	1
Electives	5	Electives	5	Electives	5	Electives	5
World History	5	World History	5	World History	5	World History	5
Trigonometry	5	Trigonometry	5	Trigonometry	5	Trigonometry	5
Psychology	5	Psychology	5	Psychology	5	Psychology	5
Advanced Topics	5	Advanced Topics	5	Advanced Topics	5	Advanced Topics	5
Chemistry	5	Chemistry	5	Chemistry	5	Chemistry	5
Advanced Topics	5	Advanced Topics	5	Advanced Topics	5	Advanced Topics	5

IX		X		XI		XII	
Subject	Units	Subject	Units	Subject	Units	Subject	Units

Commercial (continued)

<u>Electives</u>		<u>Electives</u>	
<u>Commercial</u>		<u>Commercial</u>	
Law	5	Law	5
Advanced foods	3	Psychology	5
Psychology	5	Advanced foods	3

General

English	5	English	5	English	5	English	5
Civics	5	World history	5	United States history	5	Problems of Democracy	5
Physical education*	1	Physical education*	1	Physical education*	1	Physical education*	1
<u>Electives</u>		<u>Electives</u>		<u>Electives</u>		<u>Electives</u>	
Algebra I	5	Geometry	5	French II	5	Review mathematics	5
General mathematics	5	Bookkeeping	5	Consumer science	5	<u>Electives</u>	
General science	5	Biology	5	Commercial Law	5	Typing**	1½
Introduction to business	5	French I	5	Trigonometry and Solid Geometry	5	(personal)	
		Advanced foods	3	Psychology	5	Consumer science	5
				Advanced foods	3	Commercial Law	5
				Chemistry	5	Trigonometry and Solid Geometry	5
						Psychology	5
						Advanced foods	3

* Twice weekly

** Three times weekly

Town X is no different from many other communities in that certain traditional subjects are offered. The foreign language department in the high school admittedly functions solely to satisfy certain college entrance requirements and therefor serves but a small portion of the whole group of pupils enrolled. Any degree of mastery of French or Latin in the ability to read or write the languages is incidental to the purpose of qualifying for college admission. Perhaps the best that can be said for the foreign language offering of Town X High School is that it is offered without sham and pretense. Aside from the matter of college domination in the instance of foreign language requirements for admission-- a matter which cannot be ignored by the secondary school, the school administration of Town X High School might well consider the statement made by Dr. Billett ^{1/} in Fundamentals of Secondary School Teaching, namely:

The whole question of valid objectives in secondary-school foreign language instruction would be clarified and simplified if foreign language teachers would recognize that educative growth in a foreign language, as a language, is growth in ability to read it, to speak it, to understand it when it is spoken, or to write it.

Of the other subjects offered by the high school, the writer believes that their objectives and content are such as to aid in the preparation of the pupil to meet the multifarious problems of living. Without giving a detailed account of specific objectives and materials concerned with each

1/ Billett, op. cit., p. 333.

individual subject, it may suffice to say that every effort is made to instill functional knowledge and cultivate proper habits, ideals, and attitudes.

Do pupils receive sufficient teacher-attention as individuals ? The average class in the high school of Town X consists of 26 pupils. No class is larger than 38 in its enrollment. Individual attention is possible. A pupil-teacher ratio of 20 to 25:1 would improve the situation. Extra-class periods are available to pupils for additional help in all subjects. The school schedule provides teacher-time for individual pupil conferences.

Are new and revised courses added to the school curriculum from time to time ? They are insofar as the finances and facilities of a small school permit. Home management, psychology, advanced foods, and personal typing are several subjects added to the program of studies during the last two years. Similarly, subjects are dropped from the program of studies if they are found to be serving no practical purpose or are financially burdensome by virtue of small enrollment.

The writer believes that a small school might do well in proceeding rather slowly in the business of introducing new subjects. This is not to deny that the school should extend every effort to be modern in method and material. However, administration should consider well the following factors before introducing new subject matter: (1) Worth of subject. (2) Demand for subject. (3) Available teacher-time.

individual subject, it may suffice to say that every effort is made to instill theoretical knowledge and cultivate proper habits, ideals, and attitudes.

As pupils receive sufficient attention as individuals, the average class in the high school of today consists of 25 pupils. In classes larger than 25 in the enrollment, individual attention is impossible. A teacher ratio of 25 to 25:1 would improve the situation. Extra-class periods are available to pupils for additional help in all subjects. The school schedule provides sufficient time for individual pupil conferences.

Are new and revised courses added to the school curriculum from time to time? They are included as the teachers and facilities of a small school permit. Home management, psychology, advanced topics, and personal typing are several subjects added to the program of studies during the last two years. Similarly, subjects are dropped from the program of studies if they are found to be serving no practical purpose or are financially burdensome by virtue of small enrollment.

The writer believes that a small school might do well in progressing rather slowly in the business of introducing new subjects. This is not to say that the school should extend every effort to be modern in method and material. However, as indicated above, should consider well the following factors before introducing new subject matter: (1) Worth of subject. (2) Demand for subject. (3) Available teacher-staff.

(4) Teacher-preparation. (5) Classroom availability. (6) Time availability. In the rush to "keep up with the Joneses", educationally speaking, there is a distinct danger that faculty services and learning experiences be spread so thin as to be lacking in any real significance. The smaller school, in short, might do better to offer fewer subjects of a carefully selected variety and teach them well than endeavor to stretch its limited facilities to include that which is beyond its scope. In the small-school situation, then, wherein there are financial limitations, heavy teacher loads, and time, space, and experience factors involved, a careful scrutiny of contemplated innovations is advisable.

Are pupils given adequate opportunity for thinking and for thought expression? Are pupils' interests used to enrich subject materials? Again, the class size permits these things. Teachers are quite ready to draw from pupils' experiences and to allow ample opportunity for expression of individual ideas.

The school offers a modest athletic program and several clubs (French, dramatic, and hobby, notably). A guidance program is active. The school has a glee club and a band. Field trips and assemblies are at least a weekly event. The writer would hardly term these activities "frills and fads". As indicated in Table 2 parents seemed to be of the same thought.

(4) Teacher-preparation. (5) Classroom availability. Time availability. In the rush to "keep up with the Joneses", educationally speaking, there is a distinct danger that faculty services and learning experiences be squeezed so thin as to be lacking in any real significance. The smaller school, in short, might do better to offer fewer subjects of a carefully selected variety and teach them well than endeavor to stretch its limited facilities to include that which is beyond its scope. In the small-school situation, then, wherein there are financial limitations, heavy teacher loads, and time, space, and experience factors involved, a careful scrutiny of contemplated innovations is advisable.

The pupils given adequate opportunity for thinking and for thought expression? Are pupils' interests used to enrich subject materials? Again, the class size permits these things. Teachers are quite ready to draw from pupils' experiences and to allow ample opportunity for expression of individual ideas.

The school offers a modest athletic program and several clubs (French, dramatic, and hobby, notably). A guidance program is active. The school has a glass club and a band. Field trips and assemblies are at least a weekly event. The writer would hardly term these activities "frills and fads" as indicated in Table 2; parents seemed to be of the same thought.

Table 2 shows that parents believe that the high schools of today are doing a superior job compared with those of a generation ago. Parental sentiment was definitely pro public school. The writer concurs.

Concerning Pupil Guidance,
Preparation for Citizenship,
and Character Education

Parental opinion pertaining to pupil guidance, preparation for citizenship, and character education.-- Guidance is relatively new at Town X High School. It has been part of the school program for not quite two years-- that is, in any formal sense. Of course, there has always been pupil guidance at this school as in every school. There is no adequate teacher-pupil relationship without guidance.

The replies of parents to those questions of the inquiry form concerned with pupil guidance were somewhat contradictory in part. Ninety-three parents acknowledged the fact that the school attempted guidance in assisting pupils in their choice of post-secondary school training and/or a vocation, as indicated in the results shown in Table 3.

Table B shows that parents believe that the high schools of today are doing a superior job compared with those of a generation ago. Parental sentiment was definitely pro public school. The writer concurs.

Concerning Pupil Guidance,
Preparation for Citizenship,
and Character Education

Parental opinion pertaining to pupil guidance, preparation for citizenship, and character education.-- Guidance is relatively new at Town X High School. It has been part of the school program for not quite two years--that is, in any formal sense. Of course, there has always been pupil guidance at this school as in every school. There is no adequate teacher-pupil relationship without guidance.

The replies of parents to those questions of the inquiry form concerned with pupil guidance were somewhat contradictory in part. Ninety-three parents acknowledged the fact that the school attempted guidance in assisting pupils in their choice of post-secondary school training and/or a vocation, as indicated in the results shown in Table C.

Table 3. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Pupil Guidance, Education in Preparation for Citizenship, and Character Education

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Does the school make efforts to explore pupils' abilities and aptitudes?.....	67	54.5	24	19.5	32	26.0
Does the school attempt to guide pupils in their choice of post-secondary school training and/or a vocation?.....	93	75.6	0	00.0	30	24.4
Is such guidance as referred to in item 12(above) of such quality as to be of real worth to the pupils concerned?.....	74	60.2	3	2.4	46	37.4
Does the school adequately prepare its pupils to assume the duties of citizenship?...	69	56.1	11	8.9	43	35.0
Does the school make special provision for character growth on the part of the pupil?.....	60	48.8	15	12.2	48	39.0

Table 3. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Parent Guidance, Education in Preparation for Citizenship, and Character Education

Subject	Affirmative				Negative				Not Reporting			
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Does the school make efforts to explore pupils' abilities and aptitudes?.....	67	84.5	24	18.5	32	26.0						
Does the school attempt to guide pupils in their choice of post-secondary school training and/or a vocation?.....	93	95.6	0	00.0	30	26.4						
Is such guidance as referred to in item 12 (above) of such quality as to be of real worth to the pupils concerned?.....	74	80.2	3	2.4	48	27.4						
Does the school adequately prepare its pupils to assume the duties of citizenship?...	69	86.1	11	8.9	48	32.0						
Does the school make special provision for character growth on the part of the pupils?....	60	48.8	15	12.2	48	39.0						

No parent claimed that such guidance was lacking. However, only 67 parents felt that the school made efforts to explore pupils' abilities and aptitudes. Twenty-four parents indicated that little or no attempt was made at such exploration. Apparently, then, some parents felt that guidance was being attempted without an understanding of the pupils' aptitudes and abilities. As a matter of fact, 74 parents felt that the guidance program, as it was being offered, was of such quality as to be of real worth to the pupils concerned, whereas three parents reported that the program was insufficient in scope to be significant and 46 parents failed to report.

Comments offered by parents in reference to the guidance program were of such a nature as to be rather convincing to the writer that they, the parents, were not well informed of this phase of the school activities. This situation may^{1/} be due to two things, namely, (1) the newness of the program and (2) the failure of the school administration to acquaint sufficiently the parental public in regard to the innovation.

Although, as shown in Table 3, there was general parental satisfaction with that part of the educative process that dealt with character development and citizenship training, 43 and 48 parents respectively failed to report on the last two items of the table. Much comment of significance was offered here, however. Many parents seemed to feel that

there was much still to be desired in the training for
^{1/} The guidance program of Town X High School is discussed on
 p. 31 ff.

No parent claimed that such guidance was lacking. However, only 67 parents felt that the school made efforts to explore pupils' abilities and aptitudes. Twenty-four parents indicated that little or no attempt was made at such exploration. Apparently, then, some parents felt that guidance was being attempted without an understanding of the pupils' aptitudes and abilities. As a matter of fact, 74 parents felt that the guidance program, as it was being offered, was of such quality as to be of real worth to the pupils concerned. Whereas three parents reported that the program was insufficient in scope to be significant and 46 parents failed to report.

Comments offered by parents in reference to the guidance program were of such a nature as to be rather convincing to the writer that they, the parents, were not well informed of this phase of the school activities. This situation may be due to two things, namely, (1) the newness of the program and (2) the failure of the school administration to acquaint sufficiently the parental public in regard to the innovation. Although, as shown in Table 3, there was general parental satisfaction with that part of the educative process that dealt with character development and citizenship training, 43 and 48 parents respectively failed to report on the last two items of the table. Much comment of significance was offered here, however. Many parents seemed to feel that

there was much still to be desired in the training for
 I. The guidance program of Town X High School is discussed on
 p. 11.

citizenship and in the development of character. The feeling expressed by this group of parents was that the school stood not alone in its failure in these respects, but that the home, the church, and the other institutions that have contact with youth were likewise falling short in their obligations concerned with the next generation of citizens.

A Captain Alan McCracken,^{1/} United States Navy, who returned to the States after serving 33 months in a Japanese prison camp, expresses a rather extreme view of modern youth. His point of view, however, was expressed in varying ways by many of the parents reporting on the items of the inquiry form that pertained to character and citizenship. Captain McCracken said, in part:

It is a fact that among the youth of today are many who are lacking in ambition, who seem to think that they should be handed something on a silver platter and that some sort of racket is the easiest way to get ahead. Some of them take practically nothing seriously except having a good time; they are flippant and cynical regarding most of the values of life; they are even maliciously and scathingly critical of their elders, seniors, and employers. They recognize no authority and are belligerently voluble regarding their rights: but they wish to be free of all responsibility and they accept none. They consider that by virtue of being born they should have the same privileges as those who diligently worked their way to the top.

. . . Today many essentially correct principles have been twisted into corruptions far from their original meaning. Liberty was not intended to mean license to do anything you damn well please. It meant liberty in a consistent framework of laws

1/ Alan McCracken, "The Prodigal Son", U.S. Naval Institute Proceedings (May, 1948) .

citizenship and in the development of character. The feeling expressed by this group of parents was that the school stood not alone in its failure in these respects, but that the home, the church, and the other institutions that have contact with youth were likewise falling short in their obligations concerned with the next generation of citizens.

A Captain Alan McGrother, United States Navy, who returned to the States after serving 33 months in a Japanese prison camp, expresses a rather extreme view of modern youth. His point of view, however, was expressed in varying ways by many of the parents reporting on the items of the inquiry form that pertained to character and citizenship. Captain McGrother said, in part:

It is a fact that among the youth of today are many who are lacking in ambition, who seem to think that they should be handed something on a silver platter and that some sort of racket is the easiest way to get ahead. Some of them take practically nothing seriously except having a good time; they are flippant and cynical regarding most of the values of life; they are even maliciously and nastily critical of their elders, leaders, and employers. They recognize no authority and are deliberately volatile regarding their rights; but they wish to be free of all responsibility and they accept none. They consider that by virtue of being born they should have the same privileges as those who diligently worked their way to the top.

... Today many essentially correct principles have been twisted into corruptions far from their original meaning. Liberty was not intended to mean license to do anything you damn well please. It meant liberty in a consistent framework of laws.

1/ Alan McGrother, "The Prodigal Son", U.S. Naval Institute Proceedings (May, 1948).

designed for the protection and advantage of society as a whole. . . .

In our modern zeal for the political, social, and human rights of the common man we seem to have overstepped ourselves so far that we are actually turning things over to the vulgar man. In recognizing the rights of human dignity as such we must lay equal if not greater emphasis on responsibilities, for the rights do not exist as a separate entity, popular opinion notwithstanding. They accrue to those who have accepted and discharged their responsibilities, and we cannot build soundly on any other basis. . . .

Not all parents were critical of modern youth and the institutions that have the responsibility for their training. There was a general note of dissatisfaction, however, that was apparent throughout much of the comment in reference to the items concerned with character and citizenship. The Navy Captain quoted above expresses the thinking of some parents.

Significant professional comment on pupil guidance, preparation for citizenship, and character education.-- In establishing a program of guidance or in analyzing one already established, two factors seem to be of prime importance. First to be considered is the purpose of guidance and, secondly, the organization necessary to make the program effective.

Arthur J. Jones^{1/} indicates that guidance is rightfully concerned with the present and prospective crises in the life of the individual. He states his belief in the following

^{1/} Arthur J. Jones, Principles of Guidance, McGraw-Hill Book Company, New York, 1930, pp. 28-29.

designed for the protection and advantage of society as a whole. . . . In our modern need for the political, social, and human rights of the common man we seem to have overstepped ourselves so far that we are actually turning things over to the vulgar man. In recognizing the rights of human dignity as such we must lay equal if not greater emphasis on responsibilities, for the rights do not exist as a separate entity, popular opinion notwithstanding. They accrue to those who have accepted and discharged their responsibilities, and we cannot build soundly on any other basis. . . .

Not all parents were critical of modern youth and the institutions that have the responsibility for their training. There was a general note of dissatisfaction, however, that was apparent throughout much of the comment in reference to the items concerned with character and citizenship. The Navy Captain quoted above expresses the thinking of some parents.

Sufficient professional comment on youth guidance,

preparation for citizenship, and character education. -- In establishing a program of guidance or in analyzing one already established, two factors seem to be of prime importance. First to be considered is the purpose of guidance and, secondly, the organization necessary to make the program effective.

Arthur J. Jones indicates that guidance is rightfully

concerned with the present and prospective crises in the life of the individual. He states his belief in the following

IV Arthur J. Jones, Principles of Guidance, McGraw-Hill Book Company, New York, 1930, pp. 28-29.

words:

. . . Guidance, as organized, is, then, concerned with crises, with times of choice, times when the ways diverge, with times of needed adjustment. . . . It is clear that the help given may be direct or indirect, the one guided may be conscious of the help given or may be entirely unconscious of it. The guidance may be given at the time of a crisis or long before it occurs. Indeed, the best guidance is usually that given long before the need for choice arises. It consists in assisting the individual in the gradual accumulation of facts and experiences that will, when the time comes, enable him to decide wisely. Guidance is thus seen to be an essential and a fundamental aspect of education. It is inherent in all education but certain aspects of it are singled out for special consideration and definite organization.

^{1/}Reeder states that guidance in its broadest sense is concerned with every phase of living and must, therefore, be as broad as education itself. He implies that there is opportunity for guidance in every contact the pupil has with the various aspects of the school program. He further states that guidance in a narrower sense is concerned with the crises that occur in the life of the individual pupil and lists those crises concerning which guidance is needed as follows:

1. School or Educational Guidance. This is concerned with such matters as the selection of schools, the choice of curriculum, and making the proper adjustments to the educational program.

2. Vocational Guidance. This is concerned with giving assistance in choosing an occupation, in preparing for it, in securing a position in it, and in making progress in it. Because of the large amount of unemployment during recent past years there has been a resurgence of interest in this kind of guidance.

1/ Reeder, op. cit., p. 541.

words:

... Guidance, as organized, is, then, concerned with crises, with times of choice, times when the ways diverge, with times of needed adjustment. . . . It is clear that the help given may be direct or indirect, the one guided may be conscious of the help given or may be entirely unconscious of it. The guidance may be given at the time of a crisis or long before it occurs. Indeed, the best guidance is usually that given long before the need for choice arises. It consists in assisting the individual in the gradual accumulation of facts and experiences that will, when the time comes, enable him to decide wisely. Guidance is thus seen to be an essential and a fundamental aspect of education. It is inherent in all education but certain aspects of it are singled out for special consideration and definite organization.

Boeder states that guidance in its broadest sense is concerned with every phase of living and must, therefore, be as broad as education itself. He implies that there is opportunity for guidance in every contact the pupil has with the various aspects of the school program. He further states that guidance in a narrower sense is concerned with the crises that occur in the life of the individual pupil and lists those crises concerning which guidance is needed as follows:

1. School or Educational Guidance. This is concerned with such matters as the selection of schools, the choice of curriculum, and making the proper adjustments to the educational program.

2. Vocational Guidance. This is concerned with giving assistance in choosing an occupation, in preparing for it, in securing a position in it, and in making progress in it. Because of the large amount of unemployment during recent past years there has been a resurgence of interest in this kind of guidance.

3. Leisure-Time Guidance. Because of the decrease in the number of working hours, this type of guidance is receiving more and more attention. It is concerned with giving the individual assistance in utilizing more worthily his leisure time.

4. Health Guidance. This is concerned with assisting the individual to develop and to maintain the best health, physical and mental, of which he is capable. Teachers, nurses, physicians, and dentists have many opportunities to give health guidance.

5. Character Guidance. This is concerned with the development of ethical character and the moral sense. When teachers and school officials undertake to 'discipline' pupils, they should realize that they are giving character guidance.

6. Home-Making Guidance. This deals with the development of those qualities which make the individual an efficient member of his family.

7. Civic Guidance. This is concerned with enabling the individual to be an efficient factor in the government of the community, of the state, of the nation, and of the world.

^{1/}
Reeder has the following to say about the organization of a guidance program in the small school which might well apply in the instance of Town X:

Because of the lack of resources, and the relative simplicity of the guidance problem, the guidance organization for the small school will necessarily be relatively simple. Except in unusual cases, the small school will have to get along without the aid of a guidance specialist such as a counselor. In such a school it is suggested that the principal be the director of the guidance activities and that he appoint from among the faculty a guidance committee to have general direction and supervision of the guidance program. The members of this committee should work with the teachers of the school in 'selling the guidance idea' and in co-ordinating all the guidance activities.

It is further suggested that advisers be appointed for the various grades. One adviser is suggested for grades one to six; and other advisers, for each of the grades of the secondary school. The organization should make provision for using community agencies in the

1/ Reeder, op. cit., pp. 543, 544.

3. Leisure-Time Guidance. Because of the decrease in the number of working hours, this type of guidance is receiving more and more attention. It is concerned with giving the individual assistance in utilizing more worthily his leisure time.
4. Health Guidance. This is concerned with assisting the individual to develop and to maintain the best health, physical and mental, of which he is capable. Teachers, nurses, physicians, and dentists have many opportunities to give health guidance.
5. Character Guidance. This is concerned with the development of ethical character and the moral sense. When teachers and school officials undertake to 'direct' pupils, they should realize that they are giving character guidance.
6. Home-Making Guidance. This deals with the development of those qualities which make the individual an efficient member of his family.
7. Civic Guidance. This is concerned with assisting the individual to be an efficient factor in the government of the community, of the state, of the nation, and of the world.

Reader has the following to say about the organization

of a guidance program in the small school which might well

apply in the instance of Town X:

Because of the lack of resources, and the relative simplicity of the guidance problem, the guidance organization for the small school will necessarily be relatively simple. Except in unusual cases, the small school will have to get along without the aid of a guidance specialist such as a counselor. In such a school it is suggested that the principal be the director of the guidance activities and that he appoint from among the faculty a guidance committee to have general direction and supervision of the guidance program. The members of this committee should work with the teachers of the school in 'selling the guidance idea' and in coordinating all the guidance activities. It is further suggested that advisers be appointed for the various grades. One adviser is suggested for grades one to six; and other advisers, for each of the grades of the secondary school. The organization should make provision for using community agencies in the

guidance program. In brief, through such an organization, all of the guidance functions mentioned previously.

John M. Brewer^{2/} indicates the congruity of guidance in a school system that functions democratically as follows:

1. The person being guided is solving a problem, performing a task, or moving towards some objective.

2. The person being guided usually takes the initiative and asks for guidance.

3. The guide has sympathy, friendliness, and understanding.

4. The guide is guide because of superior experience, knowledge and wisdom.

5. The method of guidance is by way of offering opportunities for new experiences and enlightenment.

6. The person guided progressively consents to receive guidance, reserves the right to refuse the guidance offered, and makes his own decisions.

7. The guidance offered makes him better able to guide himself.

Pupil guidance and preparation for citizenship in the high school of Town X.-- As has been stated, the guidance program in Town X High School is comparatively new. The writer feels, however, that in spite of the newness much of worth has been accumulated.

The guidance program uses the following methods and devices to accomplish its aims:

1. Homeroom guidance periods.

2. Testing for aptitudes, abilities, and interests.

3. Assemblies.

4. Individual conferences.

5. "Live" subject matter.

6. Training in actual work situations.

7. Follow-up and evaluation.

^{1/} See page 30.

^{2/} John M. Brewer, Education as Guidance, The Macmillan Company, New York, 1932, p. 22.

guidance program. In brief, through such an organization, all of the guidance functions mentioned previously.

John M. Brewer indicates the concept of guidance in

a school system that functions democratically as follows:

1. The person being guided is solving a problem, performing a task, or moving towards some objective.
2. The person being guided usually takes the initiative and asks for guidance.
3. The guide has sympathy, friendliness, and understanding.
4. The guide is guide because of superior experience, knowledge and wisdom.
5. The method of guidance is by way of offering opportunities for new experiences and enlightenment.
6. The person guided progressively consents to receive guidance, reserves the right to refuse the guidance offered, and makes his own decisions.
7. The guidance offered makes him better able to guide himself.

High school and preparation for citizenship in the

high school of Town X. -- As has been stated, the guidance

program in Town X High School is comparatively new. The

writer feels, however, that in spite of the newness much of

work has been accumulated.

The guidance program uses the following methods and

devices to accomplish its aims:

1. Homeroom guidance periods.
2. Testing for aptitudes, abilities, and interests.
3. Assemblies.
4. Individual conferences.
5. "Live" subject matter.
6. Training in actual work situations.
7. Follow-up and evaluation.

I/ See page 30.

John M. Brewer, Education as Guidance, The Macmillan Com-
pany, New York, 1928, p. 82.

Thirty-five minutes of each school day are used as a homeroom period. This thirty-five-minute period is the heart of the whole guidance program. Each grade has a central theme which is developed during the year through teacher-pupil discussion. There is teacher planning for each of the periods, but ample provision is made for the contributions of the class members. The homeroom guidance period is currently using the National Forum Series published by National Forum, Incorporated, Chicago. The areas of guidance concerned at each grade level are indicated by the titles of the volumes used. Those titles of the publications employed as guides for discussion in grades nine through twelve are respectively: "High School Life", "Discovering Myself", "Planning my Future", and "Toward Adult Living". Each of these books contains 33 separate units that are grouped in several categories, namely, (1) educational, (2) personal-social, (3) boy-girl relationships, (4) group life, and (5) career planning. Teacher and pupils read together the material of a unit and a discussion of the various pertinent points follows. The teacher endeavors to establish early an informal, democratic atmosphere. Once the teacher has demonstrated attitudes of sympathetic understanding and acceptance, most discussions take care of themselves. The teacher asks for concrete illustrations and personal experiences which illustrate the topic under discussion and help to make the material meaningful. The

Thirty-five minutes of each school day are used as a homeroom period. This thirty-five-minute period is the heart of the whole guidance program. Each grade has a central theme which is developed during the year through teacher-pupil discussion. There is teacher planning for each of the periods, but ample provision is made for the contributions of the class members. The homeroom guidance period is currently using the National Forum Series published by National Forum, Incorporated, Chicago. The areas of guidance concerned at each grade level are indicated by the titles of the volumes used. Those titles of the publications employed as guides for discussion in grades nine through twelve are respectively: "High School Life", "Discovering Myself", "Planning My Future", and "Toward Adult Living". Each of these books contains 25 separate units that are grouped in several categories, namely, (1) educational, (2) personal-social, (3) boy-girl relationships, (4) group life, and (5) career planning. Teacher and pupils read together the material of a unit and a discussion of the various pertinent points follows. The teacher endeavors to establish early an informal, democratic atmosphere. Once the teacher has demonstrated attitudes of sympathetic understanding and acceptance, most discussions take care of themselves. The teacher asks for concrete illustrations and personal experiences which illustrate the topic under discussion and help to make the material meaningful. The

teacher, working with the pupils of her homeroom, provides from time to time for panel discussions, for oral reports, written reports, dramatizations, and demonstrations. By these methods the guidance material is brought before the pupils and becomes a part of their life experiences.

Trained experts in the field of testing are secured from a neighboring university. This testing service explores the abilities, potentialities, aptitudes, and interests of the pupils. A record of the findings concerning each pupil is made. The record is explained to the director of guidance who makes constant use of the information in subsequent interviews with the pupils, the parents, and the teachers.

Assembly speakers present to the pupils information of a pertinent nature concerning educational and vocational opportunities. One such assembly is held each month of the school year. Pupils are told how they may best prepare for a continuation of their education beyond the secondary level or for entry into the world of work. Assemblies involving pupil participation demonstrate the desirable approach in the business of job seeking and occupational deportment.

At least two conferences are held, director of guidance with pupil, during the course of the school year. At least one conference is held with the parents of senior pupils. The purpose of these conferences is to assist the pupil in making whatever adjustments seem necessary to cope adequately

teacher, working with the pupils of her homeroom, provides from time to time for panel discussions, for oral reports, written reports, dramatizations, and demonstrations. By these methods the guidance material is brought before the pupils and becomes a part of their life experiences.

Trained experts in the field of testing are secured from a neighboring university. This testing service explores the abilities, potentialities, aptitudes, and interests of the pupils. A record of the findings concerning each pupil is made. The record is explained to the director of guidance who makes constant use of the information in subsequent interviews with the pupils, the parents, and the teachers.

Assembly speakers present to the pupils information of a pertinent nature concerning educational and vocational opportunities. One such assembly is held each month of the school year. Pupils are told how they may best prepare for a continuation of their education beyond the necessary level or for entry into the world of work. Assemblies involving pupil participation demonstrate the desirable approach in the business of job seeking and occupational development. At least two conferences are held, director of guidance with pupil, during the course of the school year. At least one conference is held with the parents of senior pupils. The purpose of these conferences is to assist the pupil in making whatever adjustments seem necessary to cope adequately

with immediate and future problems of his existence and to aid in the individual's development in his entire personality.

The guidance department attempts, cooperatively with the teachers, to instill within the curriculum material so intimately concerned with the process of living as to be a moving and vital force in the overall educational procedure. The senior English group presented an assembly skit concerned with the proper method of applying for a job. The class members in problems of democracy have developed a project on certain various vocations of individual interest to them. The world history class made a comparative study of character traits involving ancient and modern civilizations. The pupils of the chemistry class wrote a paper on "Ethics and the Scientific Approach". Thus character education and education for better citizenship become a part of every subject in the curriculum. Even mathematics, science, and the languages are not so remotely removed from reality as to be of no moral and social significance.

Town X High School is currently finding employment for a six-week period during the school year for each of the senior pupils enrolled in the commercial (business) course. Twenty-seven persons were placed in temporary positions in business offices during the first experimental year. Employers were asked to report back to the school upon the progress of the training pupil. When the pupil returned to school after the training period in private employment,

with immediate and future problems of his existence and to aid in the individual's development in his entire personality.

The guidance department attempts, cooperatively with the teachers, to install within the curriculum material so intimately concerned with the process of living as to be a moving and vital force in the overall educational procedure.

The senior English group presented an assembly with concerned with the proper method of applying for a job. The class members in problems of democracy have developed a project on certain various vocations of individual interest to them. The world history class made a comparative study of character traits involving ancient and modern civilizations. The pupils of the chemistry class wrote a paper on "Ethics and the Scientific Approach". This character education and education for better citizenship become a part of every subject in the curriculum. Even mathematics, science, and the languages are not so remotely removed from reality as to be of no moral and social significance.

Town X High School is currently finding employment for a six-week period during the school year for each of the senior pupils enrolled in the commercial (business) course. Twenty-seven persons were placed in temporary positions in business offices during the first experimental year. Employees were asked to report back to the school upon the progress of the training pupil. When the pupil returned to school after the training period in private employment,

the course teachers worked to strengthen the weaknesses which were discovered in the work situation.

The school is currently working on a plan for a follow-up with its graduates. A letter^{1/} is being sent to persons who have been graduated one and two years. They will be asked to furnish information to the school pertaining to (1) their present educational status, (2) their current occupational status, (3) their evaluation of their high school education, and (4) their desire for assistance from their high school. In ascertaining the success of its graduates, in weighing the merits of suggestions submitted by former school members, and in measuring that which the school attempts to teach against that expected by industry and society in general, the guidance program-- in fact, the entire educational program-- is evaluated.

The guidance program of Town X High School shares with other schools a very definite obligation toward its youth, namely, that of bringing young people to a point in their thinking where they realize that life has responsibilities as well as pleasures. Bishop John J. Wright^{2/} spoke words of rather profound significance recently when he said:

The philosophy of responsibility in modern times has further suffered from the impersonal, collectivist theories of society and of history which found favor

1/ See Appendix for sample letter.

2/ Bishop John J. Wright, a sermon delivered at Catholic University, Washington, D.C., January 16, 1949.

the course teachers worked to strengthen the weaknesses which were discovered in the work situation.

The school is currently working on a plan for a follow-up with its graduates. A letter is being sent to persons who have been graduated one and two years. They will be asked to furnish information to the school pertaining to (1) their present educational status, (2) their current occupational status, (3) their evaluation of their high school education, and (4) their desire for assistance from their high school. In ascertaining the success of its graduates, in weighing the merits of suggestions submitted by former school members, and in measuring that which the school attempts to teach against that expected by industry and society in general, the guidance program--in fact, the entire educational program--is evaluated.

The guidance program of Town X High School shares with other schools a very definite obligation toward its youth, namely, that of bringing young people to a point in their thinking where they realize that life has responsibilities as well as pleasures. Bishop John L. Wright spoke words of rather profound significance recently when he said:

The philosophy of responsibility in modern times has further suffered from the impersonal, collectivistic theories of society and of history which found favor

See Appendix for sample letter.

Bishop John L. Wright, a sermon delivered at Catholic University, Washington, D.C., January 18, 1948.

during and since the last century. These linked human action more often to material forces and mass controls than to spiritual personality and individual responsibility. . . . As against the old philosophy of responsibility there has grown up the theory that misconduct is always abnormal, that what the law calls 'crime' and what conscience calls 'sin' are to be explained largely in terms of causes beyond the control of the 'sinner' or the 'criminal'. The philosophy of responsibility has been replaced by the philosophy of excuse.

Public Relations

Parental opinion concerning the school's relations

with the public.-- Table 4 lists the responses to three items of the inquiry form concerned with parental opinion relative to the power and worth of the school in the community and the adequacy of the information pertaining to school affairs provided to parents.

Table 4. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Public Relations

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Do you consider the school an agency of real power and worth in the community?.....	111	90.2	0	00.0	12	9.8
Does the school sufficiently inform the public of its affairs?.....	87	70.7	23	18.7	13	10.6

during and since the last century. These linked human action more often to material forces and mass controls than to spiritual personality and individual responsibility. . . . As against the old philosophy of responsibility there has grown up the theory that mankind is always abnormal, that what the law calls 'crime' and what conscience calls 'sin' are to be explained largely in terms of causes beyond the control of the 'sinner' or the 'criminal'. The philosophy of responsibility has been replaced by the philosophy of excuse.

Public Relations

Parental opinion concerning the school's relations

with the public.-- Table 4 lists the responses to three items of the inquiry form concerned with parental opinion relative to the power and worth of the school in the community and the adequacy of the information pertaining to school affairs provided to parents.

Table 4. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Withholding to Report in Response to Questions Concerning Public Relations

Subject	Affirmative		Negative		Not Reporting	
	Num-	Per	Num-	Per	Num-	Per
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Do you consider the school an agency of real power and worth in the community?.....	111	90.2	0	0.0	12	9.8
Does the school sufficiently inform the public of its affairs?.....	87	70.7	23	18.7	12	10.6

Table 4. (concluded)

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Would you like to receive a monthly bulletin that reports the various plans and activities of the school?.....	114	92.7	8	6.5	1	00.8

Parents were nearly unanimous in their agreement that the school was an agency of real power and worth. There was no dissenting point of view as such. Twelve parents failed to report concerning this item, however, and it might be assumed, therefor, that they were not so convinced as the others who reported affirmatively.

It seemed apparent that a majority of parents felt that their school stood for something worthwhile in the community and was a rather powerful and potent factor in the local situation. One parent made the statement, "The school is of greatest worth and exercises more influence upon the individual and upon society than home or church." Not all comments were so sweeping and all inclusive in their praise, but none denied the significance of the school as an agency of worth and power.

Items two and three of Table 4 asked parents respectively if they were sufficiently informed of school affairs and if

Table 4. (continued)

Subject	Affirmative		Negative		Not Reported	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Would you like to re- ceive a monthly bulletin that re- ports the various plans and activities of the school?.....	114	92.7	8	6.5	1	00.8

Parents were nearly unanimous in their agreement that the school was an agency of real power and worth. There was no dissenting point of view as such. Twelve parents failed to report concerning this item, however, and it might be assumed, therefore, that they were not so convinced as the others who reported affirmatively.

It seemed apparent that a majority of parents felt that their school stood for something worthwhile in the community and was a rather powerful and potent factor in the local situation. One parent made the statement, "The school is of greatest worth and exercises more influence upon the individual and upon society than home or church." Not all comments were so sweeping and all inclusive in their praise, but none denied the significance of the school as an agency of worth and power.

Items two and three of Table 4 asked parents respectively if they were sufficiently informed of school affairs and if

they would desire a monthly bulletin that reported upon various school plans and activities. Responses in the instances of these two items were of such character as to indicate that although, predominantly, parents were satisfied with what reports they were currently receiving from the school, they would be most receptive to additional information. Comments did not seem to indicate that the school was shirking its responsibility in the matter of reporting its activities and plans, but the thought that more information would be helpful to parents in facilitating the understanding of what transpired was generally expressed.

Professional comment concerning the school and public relations.-- Reeder,^{1/} in reference to the business of keeping the public informed of school affairs, states:

The people are the stockholders in the school enterprise and they have the same right to be kept informed concerning their most precious public possession as have the stockholders in private business; indeed, they will be informed through some source and in some manner. School officials and employees must decide, therefor, whether they shall help the people to become intelligently and completely informed and thereby to be guided into a sympathetic understanding of the schools, or whether they shall permit them to become misinformed or partly informed through rumor or hearsay and thereby turned into lukewarm supporters or even enemies of the schools.

Reeder claims that information about the schools should meet at least five standards, namely; truthfulness, unselfishness, continualness, clarity and interest, and desirable

1/ Reeder, op. cit., p. 733. p. 19

they would desire a monthly bulletin that reported upon various school plans and activities. Responses in the instances of these two items were of such character as to indicate that although, predominantly, parents were satisfied with what reports they were currently receiving from the school, they would be most receptive to additional information. Comments did not seem to indicate that the school was shirking its responsibility in the matter of reporting its activities and plans, but the thought that more information would be helpful to parents in facilitating the understanding of what transpired was generally expressed.

Professional comment concerning the school and public relations. -- Needer, in reference to the business of keeping the public informed of school affairs, states:

The people are the stockholders in the school enterprise and they have the same right to be kept informed concerning their most precious public possession as have the stockholders in private business; indeed, they will be informed through some source and in some manner. School officials and employees must decide, therefore, whether they shall help the people to become intelligently and completely informed and thereby to be enlisted into a sympathetic understanding of the schools, or whether they shall permit them to become misinformed or partly informed through rumor or hearsay and thereby turned into lukewarm supporters or even enemies of the schools.

Needer claims that information about the schools should meet at least five standards, namely; truthfulness, usefulness, newness, continuance, clarity and interest, and desirable

Needer, op. cit., p. 788.

balance. The standards imply that information must state facts and not attempt to garnish the less favorable aspects of school existence to make them more palatable to the public. The standards imply that information should never be of a type designed to further the selfish ambition of an administrator or teacher, but rather concerned with advancing the best interests of the pupils. The standards imply that information should be dispensed at regular intervals and not spasmodically according to whim or fancy or expediency. The standards imply that information should be clearly stated and presented in such a style and manner as to be of interest to the recipient. And, finally, the standards imply that information should be made up of material that is in proper balance, that devotes enough attention to that which should be properly discussed, and that does not over emphasize, exaggerate, or distort.

Keeping the parents informed in Town X.-- Six means are principally employed by the school for channeling information to parents. They are:

1. Bimonthly reports of pupil progress. ^{1/}
2. Newspaper accounts.
3. Parent-Teacher Association meetings.
4. Annual school report.
5. Conferences with parents.
6. Notices to parents. ^{2/}

1/ See Appendix for sample report card.

2/ See Appendix for sample notices to parents.

balance. The standards imply that information must state facts and not attempt to garnish the less favorable aspects of school existence to make them more palatable to the public. The standards imply that information should never be of a type designed to further the selfish ambition of an administrator or teacher, but rather concerned with advancing the best interests of the pupils. The standards imply that information should be dispensed at regular intervals and not sporadically according to whim or fancy or expediency. The standards imply that information should be clearly stated and presented in such a style and manner as to be of interest to the recipient. And, finally, the standards imply that information should be made up of material that is in proper balance, that devotes enough attention to that which should be properly discussed, and that does not over emphasize, exaggerate, or distort.

Keeping the Parents Informed in Town A.-- Six means

are principally employed by the school for channeling information to parents. They are:

1. Monthly reports of pupil progress.
2. Newspaper accounts.
3. Parent-Teacher Association meetings.
4. Annual school report.
5. Conferences with parents.
6. Notices to parents.

1/ See Appendix for sample report card.

2/ See Appendix for sample notices to parents.

The high school of Town X issues report cards at the end of each eight-week period. The cards report in traditional "A" through "E" manner the various successes or failures of the pupils concerned. Some admittedly insufficient space is provided for on the card upon which parents are invited to make whatever comment they may wish pertaining to the grades recorded in the report. Very few parents avail themselves of the opportunity to express themselves via this medium. The writer believes that parents prefer to talk with the teacher(s) in regard to the progress or lack of same on the part of their children. The writing of a short sentence or two every eight weeks is rather an unsatisfactory method of getting the teacher, the pupil, and the parent into a proper working relation for the greater good of the child. Symbols are used on the card to indicate the quality of study habits and the relationships between attitudes and academic accomplishment. Symbols and letters are explained by brief statements in order that the parent will be familiar with the meaning of the overall report. The parent is requested to examine the card when it is brought home, sign it, and return it to the school.

The school submits a column of news to the local newspaper each week. A pupil reporter gathers the items of interest from all sources and forwards them through a faculty adviser to the press. The public has acquired the habit of looking for the school column in their paper and apparently

The high school of Town X issues report cards at the end of each eight-week period. The cards report in traditional "A" through "E" manner the various successes or failures of the pupils concerned. Some admittedly insufficient space is provided for on the card upon which parents are invited to make whatever comment they may wish pertaining to the grades recorded in the report. Very few parents avail themselves of the opportunity to express themselves via this medium. The writer believes that parents prefer to talk with the teacher(s) in regard to the progress or lack of same on the part of their children. The writing of a short sentence or two every eight weeks is rather an unsatisfactory method of getting the teacher, the pupil, and the parent into a proper working relation for the greater good of the child. Symbols are used on the card to indicate the quality of study habits and the relationships between attitudes and academic accomplishment. Symbols and letters are explained by brief statements in order that the parent will be familiar with the meaning of the overall report. The parent is requested to examine the card when it is brought home, sign it, and return it to the school.

The school admits a column of news to the local newspaper each week. A pupil reporter gathers the items of interest from all sources and forwards them through a faculty adviser to the press. The public has acquired the habit of looking for the school column in their paper and apparently

are pleased to have the details of school events presented for the reader's review in this manner.

The Parent-Teacher Association of Town X meets each month. It is fortunately an organization composed of those parents who are sincerely interested in the school and in the welfare of children. Each meeting provides a program of educational moment and permits free discussion by parents and teachers of current problems and projects. A one-hour session before each meeting is allowed for the business of conferences, parents with teachers. During that hour teachers are at their desks in homerooms and parents talk with them about whatever is of concern at that time. Both parents and teachers welcome this opportunity to discuss pupil problems.

At each year end the school committee, the superintendent, the principal, special supervisors, and auxiliary assisting agencies write for publication in the annual town report accounts of the functions of their respective departments. These reports usually do two things. They (1) give a summary of the accomplishments of the year and (2) point to certain needs for the future. No doubt this annual accounting of stewardship is a link that draws the public into better understanding and appreciation of school procedure.

From time to time the principal or the teachers meet with parents at the request of one party or by mutual agreement. The subject for such conferences is, of course, the

are pleased to have the details of school events presented for the reader's review in this manner.

The Parent-Teacher Association of Town X meets each month. It is fortunately an organization composed of those parents who are sincerely interested in the school and in the welfare of children. Each meeting provides a program of educational moment and permits free discussion by parents and teachers of current problems and projects. A one-hour session before each meeting is allowed for the business of conferences, parents with teachers. During that hour teachers are at their desks in classrooms and parents talk with them about whatever is of concern at that time. Both parents and teachers welcome this opportunity to discuss pupil progress.

At each year end the school committee, the superintendent, the principal, special supervisors, and auxiliary assisting agencies write for publication in the annual town report accounts of the functions of their respective departments. These reports usually do two things. They (1) give a summary of the accomplishments of the year and (2) point to certain needs for the future. No doubt this annual accounting of stewardship is a link that draws the public into better understanding and appreciation of school procedure.

From time to time the principal or the teachers meet with parents at the request of one party or by mutual agreement. The subject for such conferences is, of course, the

pupil. Such conferences are too few in number. There seems to be a reluctance on the part of parents to visit the school for the purpose of sitting down and talking with school officials. To cite one example of that reluctance: the principal of Town X High School invited, by letter, the parents of the members of the senior class to visit his office at their convenience to discuss the results of a test battery which explored the pupils' vocational interests and aptitudes, ascertained their mental maturity, and demonstrated certain accomplishments and potentialities in subject-matter fields. Only seventeen per cent of the parents responded. The writer may be unduly concerned with this apparent indifference on the part of the parents. It does seem, however, that the test results were of great importance to these young people who were shortly going out from high school to either college or to an occupation. It does seem, also, that parents should have been anxious to learn of the accomplishments and the capabilities of their children. The writer cannot offer a satisfactory reason for the poor response of parents in this instance. Town X High School has always made every effort to make parents aware of the fact that they are welcome to visit the school at any time. The principal has never failed, to his knowledge, to meet courteously and immediately any parent who comes to the office door. Perhaps past procedure and the experience of the parent when a pupil have erected a barrier between the home and the school that only

pupil. Such conferences are too few in number. There seems to be a reluctance on the part of parents to visit the school for the purpose of sitting down and talking with school officials. To cite one example of that reluctance: the principal of Town X High School invited, by letter, the parents of the members of the senior class to visit his office at their convenience to discuss the results of a test battery which explored the pupils' vocational interests and aptitudes, ascertained their mental maturity, and demonstrated certain accomplishments and potentialities in subject-matter fields. Only seventeen percent of the parents responded. The writer may be unduly concerned with this apparent indifference on the part of the parents. It does seem, however, that the test results were of great importance to those young people who were shortly going out from high school to either college or to an occupation. It does seem, also, that parents should have been anxious to learn of the accomplishments and the capabilities of their children. The writer cannot offer a satisfactory reason for the poor response of parents in this instance. Town X High School has always made every effort to make parents aware of the fact that they are welcome to visit the school at any time. The principal has never failed, to his knowledge, to meet courteously and immediately any parent who comes to the office door. Perhaps past procedure and the experience of the parent when a pupil have erected a barrier between the home and the school that only

time and sincerity and effort by the school teacher and administrator can dislodge.

It is necessary at times for the school to communicate with parents either as individuals or in groups about some matter of concern to both school and parent. A bus schedule may be changed, a new regulation imposed pertaining to contagious diseases, or new subjects added to the program of studies. Notices concerning such changes or innovations are sent to parents so that they may be informed.

In a system of public schools supported by public funds it is very necessary to maintain a well-informed group of citizens. It is only through knowledge and understanding that the institutions of a democratic society can survive.

School Administration

Parental opinion concerning matters of school administration.-- Table 5 permits the inference that parents believed that their school was administered to their satisfaction and that it was the cooperative enterprise of staff, pupils, and public. Table 5 shows too, however, that parents were somewhat in doubt as to the adequacy of measures taken to obtain and to retain competent teachers. In this respect

time and energy and effort by the school teacher and administrator can bridge.

It is necessary at times for the school to communicate with parents either as individuals or in groups about some matter of concern to both school and parent. A new schedule may be changed, a new regulation imposed pertaining to curriculum changes, or new subjects added to the program of studies. Notices concerning such changes or innovations are sent to parents so that they may be informed.

In a system of public schools supported by public funds it is very necessary to maintain a well-informed group of citizens. It is only through knowledge and understanding that the institutions of a democratic society can survive.

School Administration

Parental opinion concerning matters of school administration.

Table 5 permits the inference that parents believed that their school was administered to their satisfaction and that it was the cooperative enterprise of staff, pupils, and public. Table 5 shows too, however, that parents were somewhat in doubt as to the adequacy of measures taken to obtain and to retain competent teachers. In this respect

Table 5. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Public-School Administration

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Is the school the co- operative enter- prise of staff, pupils, and public?.....	90	73.2	2	1.6	31	25.2
Do you consider that the school is satis- factorily adminis- tered by its exec- utives (school com- mittee, superin- tendent, and prin- cipal) as a group?	112	91.0	6	4.9	5	4.1
Are adequate meas- ures taken to obtain and retain competent teach- ers?.....	66	53.7	30	24.4	27	21.9

it will be noted from Table 5 that although sixty-six parents indicated that they felt that adequate measures were being taken, thirty parents were convinced that the measures were inadequate and twenty-seven parents reported no decision on the matter. The figures in this instance are hardly such as to substantiate the present policy of the school in regard to procuring and retaining teachers. The comments offered

Table 5. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Public-School Administration

Subject	Affirmative		Negative		Not Reporting	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Is the school the co- operative enter- prise of state, public, and private?.....	90	78.2	8	1.8	25.2	25.2
Do you consider that the school is satis- factorily adminis- tered by the exec- utives (school com- mittee, superin- tendent, and prin- cipal) as a group? If	91.0	8	4.9	5	4.1	
Are adequate meas- ures taken to obtain and retain competent teach- ers?.....	88	88.7	20	24.4	21.9	21.9

It will be noted from Table 5 that although sixty-six par-
ents indicated that they felt that adequate measures were
being taken, thirty parents were convinced that the measures
were inadequate and twenty-seven parents reported no decision
on the matter. The figures in this instance are hardly enough
as to substantiate the present policy of the school in regard
to procuring and retaining teachers. The comments offered

by those parents who did not support the present school policy were mostly concerned with the matter of salary. (Also see Tables 6 and 8). Many parents apparently felt that the salary inducement was insufficient to attract competent teachers to the profession.

Professional comment concerning matters of school administration.-- The professional literature that is available concerning school administration is, of course, voluminous. It is the intent of this study at this point simply to indicate what several authorities feel are basic guides in and concepts of administration.

Otto^{1/} emphasizes the democratic approach in administration:

As significant changes have taken place in society and in education, it was only natural that important modifications should come in viewpoint and practice in school administration. Two of the most far-reaching trends in administration deal with the democratization of the administrative function and techniques and the keener recognition of need for skillful leadership. Although some administrators have always used democratic methods in dealing with other persons, general recognition of the absolute necessity for democratic practices in school administration did not prevail until very recent years. Clear recognition of the fact that schools in a democratic culture must educate for democracy if the culture is to survive, that competence in democratic behavior can be acquired best through participation and practice, and that teachers, to be skillful in education for democracy, must have opportunity to experience democracy in those things

1/ Henry J. Otto, Elementary School Organization and Administration, D. Appleton-Century Company, New York, 1944, p. 297.

by those parents who did not support the present school policy were mostly concerned with the matter of salary. (Also see Tables 6 and 8). Many parents apparently felt that the salary inducement was insufficient to attract competent teachers to the profession.

Professional comment concerning matters of school administration. -- The professional literature that is available concerning school administration is, of course, voluminous. It is the intent of this study at this point simply to indicate what several authorities feel are basic guides in and concepts of administration.

Otto emphasizes the democratic approach in administration:

As significant changes have taken place in society and in education, it was only natural that important modifications should come in viewpoint and practice in school administration. Two of the most far-reaching trends in administration deal with the democratization of the administrative function and techniques and the lesser recognition of need for skillful leadership. Although some administrators have always used democratic methods in dealing with other persons, general recognition of the absolute necessity for democratic practices in school administration did not prevail until very recent years. Great recognition of the fact that schools in a democratic culture must educate for democracy if the culture is to survive, that cooperation in democratic behavior can be acquired best through participation and practice, and that teachers, to be skillful in education for democracy, must have opportunity to experience democracy in those things

IV Henry J. Otto, Elementary School Organization and Administration, D. Appleton-Century Company, New York, 1944, p. 237.

which are of vital concern to them, has given new significance to the place of democratic procedures in school administration.

This emphasis upon democratic administration is evident in Moehlman's^{1/} expression of viewpoint:

Administration is the group of activities that: (1) plans a system which carries out the policies of the board of education in providing physical, financial, and educational conditions under which educational agents may work to best advantage; (2) selects, assigns, and coordinates agents under this adopted plan; (3) maintains these policies in continuous effective operation; (4) provides channels through which information about conditions may be promptly transmitted from the field to the central office; (5) provides channels through which all agents and agencies of the school system shall work for continuous improvement; and (6) furnishes leadership.

At another point, among a list of principles pertaining to organization, Moehlman^{2/} offers this comment:

The realization of a democratic purpose is made possible through the organization of processes of achievement which are themselves democratic and connote active participation by each agent in accord with his needs, interests, and abilities. The level of democratic operation depends upon the competency and conscience of the individual involved.

Reeder^{3/} makes this statement concerning democratic administration:

In a democratic type of school administration the school official conceives his duty to be to serve as a leader among his co-workers, not as their dictator. . . . He stimulates the group to

^{1/} A. B. Moehlman, School Administration, Houghton Mifflin Company, Boston, 1940, p. 261.

^{2/} Ibid., p. 144.

^{3/} Reeder, op. cit., pp. 11-12.

which are of vital concern to them, has given new significance to the place of democratic procedures in school administration.

This emphasis upon democratic administration is evident

in Moorman's expression of viewpoint:

Administration is the group of activities that: (1) plans a system which carries out the policies of the board of education in providing physical, financial, and educational conditions under which educational agents may work to best advantage; (2) selects, assigns, and coordinates agents under this adopted plan; (3) maintains those policies in continuous effective operation; (4) provides channels through which information about conditions may be promptly transmitted from the field to the central office; (5) provides channels through which all agents and agencies of the school system shall work for continuous improvement; and (6) furnishes leadership.

At another point, among a list of principles pertaining to organization, Moorman offers this comment:

The realization of a democratic purpose is made possible through the organization of processes of achievement which are themselves democratic and promote active participation by each agent in accord with his needs, interests, and abilities. The level of democratic operation depends upon the competence and consistency of the individual involved.

Reger makes this statement concerning democratic

administration:

In a democratic type of school administration the school official conceives his duty to be to serve as a leader among his co-workers, not as their dictator. . . . He stimulates the group to

I. A. E. Moorman, School Administration, Houghton Mifflin Company, Boston, 1930, p. 251.

2. Ibid., p. 144.

3. Reger, op. cit., pp. 11-12.

work cooperatively for the achievement of common purposes; and this ability to work together is the essence of democracy whether it be in government, in school affairs, in home relationship, or elsewhere. . . . This book urges upon all school officials and employees the adoption of the democratic type of administration.

Selection and retention of teachers.-- All the fine buildings that a community may provide for schools and all the materials for instruction go for nought, if the system is without good teaching.

^{1/} Reeder writes of the importance of excellent teachers as follows:

Of the multifarious, varied, and difficult tasks of administering the schools there is none whose proper performance begets greater benefits for those for whom the schools exist -- namely, the pupils -- than the selection of a competent teaching personnel. As is the teacher, so is the school is a time-worn truism. The teacher primarily determines whether the school will be efficient or inefficient. Compared with teachers, such things as buildings, equipment, and supplies, though they should never be neglected, are of secondary importance. It would be better for the children to attend school in hovels, granted that the hovels were comfortable, safe, and sanitary, there to be instructed by competent teachers, than to attend school in million-dollar palaces, there to be under the tutelage of persons of inferior qualifications. Brains, not bricks and mortar, make an efficient school.

^{2/} A monograph on the selection and appointment of teachers published by the United States Office of Education begins with this statement: "The selection of teachers is, and will

^{1/} Reeder, op. cit., p. 115.

^{2/} W. S. Deffenbaugh and William H. Zeigel, Selection and Appointment of Teachers, United States Office of Education, Bulletin, 1932, Number 17, Monograph Number 12, p. 1.

work cooperatively for the achievement of common purposes; and this ability to work together is the essence of democracy whether it be in government, in school affairs, in home relationships, or elsewhere. . . . This book writes upon all school officials and emphasizes the adoption of the democratic type of administration.

Selection and retention of teachers. -- All the time

beliefs that a community may provide for schools and all the materials for instruction as for night, if the system is without good teaching.

Reader writes of the importance of excellent teachers

as follows:

Of the multifarious, varied, and difficult tasks of administering the schools there is none whose proper performance brings greater benefits for those for whom the schools exist -- namely, the pupils -- than the selection of a competent teaching personnel. As is the teacher, so is the school; a time-worn teacher, the teacher primarily determines whether the school will be efficient or inefficient. Compared with teachers, such things as buildings, equipment, and supplies, though they should never be neglected, are of secondary importance. It would be better for the children to attend school in hovels, crowded than the hovels were comfortable, safe, and sanitary, there to be instructed by competent teachers, than to attend school in million-dollar palaces, there to be under the tutelage of persons of inferior qualifications. Brains, not bricks and mortar, make an efficient school.

A monograph on the selection and appointment of teachers published by the United States Office of Education begins with this statement: "The selection of teachers is, and will

V Koester, op. cit., p. 115.

S. W. E. Deffenbaugh and William H. Koester, Selection and Appointment of Teachers, United States Office of Education, Bulletin, 1932, Number 17, Monograph Number 12, p. 1.

continue to be, among the most important responsibilities of school executives."

Over thirty years ago, Cubberly^{1/} stated that there were few, if any, duties of the administrator more important than the selection of teachers. He commented that it was difficult enough to manage a school with experienced teachers and competent beginning teachers without saddling the system with the ill trained and the incompetent.

Deffenbaugh and Zeigel^{2/} suggest that the procedures followed by those administrators who select teachers arrange themselves logically into six categories, namely:

1. The determination of the number of new teachers needed for the following school year.
2. The determination of the qualifications desired of new teachers.
3. The location of desirable prospective candidates.
4. The collection of information concerning prospective teachers.
5. The actual selection and appointment of teachers.
6. The retention of teachers of high quality.

Once able teachers have been obtained, it is the problem of administration to retain them in the system. Those means reported by Deffenbaugh and Zeigel^{3/} as being most effective in retaining teachers of high quality are:

1. Retirement and pension provisions.
2. Tenure provisions
3. Salary schedules
4. A definite line of promotions
5. Leaves of absence

^{1/} E. P. Cubberly, Public School Administration, Houghton Mifflin Company, Boston, 1916, p. 201.

^{2/} Deffenbaugh and Zeigel, op. cit., p. 11.

^{3/} Ibid., p. 108.

continue to be, among the most important responsibilities of school executives."

Over thirty years ago, Couberty¹ stated that there were few, if any, duties of the administrator more important than the selection of teachers. He commented that it was difficult enough to manage a school with experienced teachers and competent beginning teachers without adding the system with the ill trained and the incompetent.

Bellamy and Seigel² suggest that the procedures followed by these administrators who select teachers arrange themselves logically into six categories, namely:

1. The determination of the number of new teachers needed for the following school year.
2. The determination of the qualifications desired of new teachers.
3. The location of desirable prospective candidates.
4. The collection of information concerning prospective teachers.
5. The actual selection and appointment of teachers.
6. The retention of teachers of high quality.

Once able teachers have been obtained, it is the problem of administration to retain them in the system. Those means reported by Bellamy and Seigel³ as being most effective

in retaining teachers of high quality are:

1. Retirement and pension provisions.
2. Tenure provisions.
3. Salary schedules.
4. A definite line of promotion.
5. Leaves of absence.

1/ W. F. Couberty, Public School Administration, Houghton Mifflin Company, Boston, 1916, p. 201.

2/ Bellamy and Seigel, op. cit., p. 11.

3/ Ibid., p. 108.

6. Reduction of teaching load
7. Other various methods.

Exercise of administration in Town X High School.--

The officers of administration in the school system of Town X are, as they form the links in the chain of authority and responsibility, (1) the school committee, (2) the superintendent of schools, (3) the principal, (4) the assistant principal, and (5) the teachers.

The school committee acts as the policy-making body for the school system. The superintendent is the professional leader of all school employees and is the agent of the school committee. The principal and his assistant are responsible for the execution of the broad policies of the school committee as outlined by the superintendent and for the day-to-day educative process within the school. The teachers meet their classroom obligations in the academic sense and, with the principal and his assistant, plan and carry out the most complete program possible for the growth and development of the pupil in his entire personality.

Administration functions democratically, but with authority. That is to say, within the total personnel concerned with administration are individuals and committee groups charged with the performance of specific duties and functions. One group of teachers with the principal as chairman, for example, serves as a curriculum-planning committee. Four teachers supervise bus arrivals and departures. One teacher

6. Reduction of teaching load
7. Other various methods.

Exercise of administration in Town X High School.

The officers of administration in the school system of Town X are, as they form the line in the chain of authority and responsibility, (1) the school committee, (2) the superintendent of schools, (3) the principal, (4) the assistant principal, and (5) the teachers.

The school committee acts as the policy-making body for the school system. The superintendent is the professional leader of all school employees and is the agent of the school committee. The principal and his assistant are responsible for the execution of the broad policies of the school committee as outlined by the superintendent and for the day-to-day executive process within the school. The teachers meet their classroom obligations in the nearest sense and, with the principal and his assistant, plan and carry out the most complete program possible for the growth and development of the pupil in his entire personality.

Administration functions democratically, but with authority. That is to say, within the total personnel concerned with administration are individuals and committee groups charged with the performance of specific duties and functions. One group of teachers with the principal as chairman, for example, serves as a curriculum-planning committee. Four teachers supervise bus arrivals and departures. One teacher

checks absentees. Four teachers and the principal with the superintendent as chairman act as a textbook-selection committee. The cooperative efforts of pupil, teacher, and administration make for a rather closely knit organization with common purposes and goals. The writer believes that there is leadership in the system which is not dictatorial, but sufficiently persuasive professionally as to be followed willingly and with respect for the quality of that leadership.

Town X faces the problem that confronts all small communities in the matter of obtaining and holding the services of "competent"* teachers.

*(The word, "competent", as it is used in the last item of Table 5 is perhaps an unfortunate choice. The word might imply minimum essentials of competence, whereas most administrators today would be hardly satisfied with that condition as it applies to teachers. Then, too, standards vary. A teacher who might be considered "competent" in one school system might be not so considered in another. However, the term, "competent", as used by the writer in this study implies those qualities of knowledge, of tact, of patience, of physical health, of mental and emotional stability, of sympathetic understanding, and of professional preparation which, when possessed by a teacher, will function for the greatest possible good in the education of youth).

^{1/}
Finances are limited. A survey among 573 city school system superintendents revealed that the most effective method of retaining desirable teachers was that of paying an adequate salary.

The average teacher's salary in the high school of

1/ Deffenbaugh and Zeigel, op. cit., p. 109.

Town X is approximately twenty-seven hundred dollars per year. This figure compares very favorably with the national average, but cannot compete with salaries offered in neighboring communities with larger populations and greater financial resources. Hence, many young teachers of promise remain in Town X for only a short period of time and then move on to neighboring towns and cities where the salary inducement is more lucrative. Town X High School is fortunate in having many members on its teaching staff who are excellent teachers by most standards and who remain in the system because they are married and desire to maintain a home locally. Salary in these instances is not a determining factor.

In the several cases where salary is of certain consideration, it might be well for administration to extend itself to the utmost in order to attract and to hold teachers of quality.

In lieu of the utopian in the matter of salary, it is suggested that, in order to develop a feeling of satisfaction and a desire to remain with their work, administration attempt close social and professional relationship with teachers, establish and maintain good working conditions within the system, provide a helpful program of supervision for new teachers, and give constant encouragement to all staff members.

Town X is approximately twenty-seven hundred dollars per year. This figure compares very favorably with the national average, but cannot compete with salaries offered in neighboring communities with larger populations and greater financial resources. Hence, many young teachers of promise remain in Town X for only a short period of time and then move on to neighboring towns and cities where the salary incentive is more lucrative. Town X High School is fortunate in having many members on its teaching staff who are excellent teachers by most standards and who remain in the system because they are married and desirous to maintain a home locally. Salary in these instances is not a determining factor.

In the several cases where salary is of certain consideration, it might be well for administration to extend itself to the utmost in order to attract and to hold teachers of quality.

In lieu of the slogan in the matter of salary, it is suggested that, in order to develop a feeling of satisfaction and a desire to remain with their work, administration attempt close social and professional relationships with teachers, establish and maintain good working conditions within the system, provide a helpful program of supervision for new teachers, and give constant encouragement to all staff members.

In Town X and in every town and city in the country, it must be realized by school administration and the supporting public that the teacher in his or her relationship with the pupil forms with the pupil the very heart and soul of the entire educative process. Buildings and materials are but props. Superintendents and principals are only the supporting cast.

Table 6. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Public-School Finance

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Do you consider that better salaries would attract a more desirable type of person to the teaching profession?.....	57	70.7	15	18.8	13	16.5
Should increased state and/or federal financial aid be made available to cities and towns for the support of schools?	84	88.5	8	8.5	51	25.2

CHAPTER III

SPECIFIC PARENTAL RESPONSES AND OPINIONS (Cont.)

Salaries and State or Federal Aid for Education

Opinions of parents concerning public school finance.--

Table 6 shows that a majority of parents questioned believed that better salaries would attract a more desirable type of person to the teaching profession and they favored increased state and/or federal financial aid for the support of the schools.

Table 6. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Public-School Finance

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Do you consider that better salaries would attract a more desirable type of person to the teaching profession?.....	87	70.7	13	10.6	23	18.7
Should increased state and/or federal financial aid be made available to cities and towns for the support of schools?	84	68.3	8	6.5	31	25.2

CHAPTER III

REPORTING PARENTAL RESPONSES AND OPINIONS (Cont.)

Salaries and State or Federal Aid for Education

Opinions of parents concerning public school finances.--

Table 6 shows that a majority of parents questioned believed that better salaries would attract a more desirable type of person to the teaching profession and they favored increased state and/or federal financial aid for the support of the schools.

Table 6. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning Public-School Finances

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Do you consider that better salaries would attract a more desirable type of person to the teaching profession?.....	87	70.7	13	10.6	23	18.7
Should increased state and/or federal financial aid be made available to cities and towns for the support of schools?	84	68.3	8	6.8	23	18.9

Many parents, in making comment on the matter of teachers' salaries made clear their belief that the teaching profession was underpaid, but they were reluctant to advocate, in some instances, increases in pay for teachers in the local situation. High taxes, the need for a new elementary-school building, and the high cost of living generally were some of the "buts" in the case.

As indicated by Table 6, most of the parents asked were in favor of increased state and/or federal financial aid for schools. Little comment was offered in the instance of this particular item. Those who opposed the additional aid either were concerned with the question of where the money was coming from, doubted the wisdom of increased expenditure for the purpose of education, or feared state or federal encroachment in the matter of determining local educational policy.

Professional comment concerning salaries and state or federal aid for education.-- ^{1/}Reeder writes as follows about salaries and teacher qualifications:

It is usually true that the higher the salary the better the qualifications of the person who receives the salary. When selection is made honestly and intelligently, a salary of \$2000 will purchase a higher type of qualifications than will a salary of \$1000. In the long run, the public secures approximately the grade of ability and service for which it is willing to pay. It cannot reasonably

1/ Reeder, op. cit., pp. 203-204.

Many parents, in making comment on the matter of teachers' salaries made clear their belief that the teaching profession was undervalued, but they were reluctant to advocate, in some instances, increases in pay for teachers in the local situation. High taxes, the need for a new elementary school building, and the high cost of living generally were some of the "facts" in the case.

As indicated by Table 6, most of the parents asked were in favor of increased state and/or federal financial aid for schools. Little comment was offered in the instance of this particular item. Those who opposed the additional aid either were concerned with the question of where the money was coming from, doubted the wisdom of increased expenditures for the purpose of education, or feared state or federal involvement in the matter of determining local educational policy.

Professional comment concerning salaries and state or

federal aid for education. -- Hecker written as follows:

about salaries and teacher qualifications:

It is usually true that the higher the salary the better the qualifications of the person who receives the salary. When selection is made honestly and intelligently, a salary of \$8000 will purchase a higher type of qualifications than will a salary of \$4000. In the long run, the public secures approximately the grade of ability and service for which it is willing to pay. It cannot reasonably

expect to purchase a \$2000 grade of ability and service with a \$1000 salary. Teachers are like other persons in their desire to earn as much as possible. They require the same necessities and desire the same comforts which other persons need and desire. They are not ascetics, and they are glad that the days of 'boarding around' are past.

In the first place, a sufficiently high schedule of pay is needed to attract the best young people into the teaching profession. A low schedule will not attract such persons. The 'joy of service,' albeit potent, is not a sufficient magnet.

. . . .If the local community cannot afford the additional funds which are requisite for (the purpose of obtaining and holding qualified teachers), county or state aid, or some other source of revenue, must somehow be brought to the rescue. 'A well qualified teacher in every classroom' should be a first slogan of the schools. Qualified teachers at almost any price are an excellent investment for a community. Such teachers are expensive, but ignorance among a people is much more expensive.

The Massachusetts Council for Public Schools,^{1/} in an attempt to stir the public from its lethargy in the matter of salaries and other school expenditures, recently issued a brochure highlighting certain deficiencies in the field of education in the Commonwealth of Massachusetts. Following are quotations from the brochure:

"1. Only 21 cents per hour is spent for each pupil in our Massachusetts public schools. Parents pay at least twice as much for baby sitters."

"2. Some full-time public school teachers in Massachusetts receive annual salaries which average less than \$25 a week."

"3. Only 70 of our 351 cities and towns have kindergartens."

1/ Massachusetts Council for Public Schools, Who is "They" ?
41 Mt. Vernon Street, Boston, Massachusetts, 1949, 1 page.

expect to purchase a \$2000 grade of ability and service with a \$1000 salary. Teachers are like other persons in their desire to earn as much as possible. They require the same necessities and desire the same comforts which other persons need and desire. They are not ascetics, and they are glad that the days of 'boarding around' are past.

In the first place, a sufficiently high school rate of pay is needed to attract the best young people into the teaching profession. A low schedule will not attract such persons. The 'joy of service,' albeit potent, is not a sufficient magnet.

... If the local community cannot afford the additional funds which are requisite for the purpose of obtaining and holding qualified teachers, county or state aid, or some other source of revenue, must somehow be brought to the rescue. A well qualified teacher in every classroom should be a first slogan of the schools. Qualified teachers at almost any price are an excellent investment for a community. Such teachers are expensive, but ignorance among a people is much more expensive.

The Massachusetts Council for Public Schools, in an

attempt to stir the public from its lethargy in the matter of salaries and other school expenditures, recently issued a brochure highlighting certain deficiencies in the field of education in the Commonwealth of Massachusetts. Following are quotations from the brochure:

"1. Only 31 cents per hour is spent for each pupil in our Massachusetts public schools. Parents pay at least twice as much for day sitters."

"2. Some full-time public school teachers in Massachusetts receive annual salaries which average less than \$25 a week."

"3. Only 70 of our 351 cities and towns have kindergartens."

Massachusetts Council for Public Schools, Who is "They"?
21 Mt. Vernon Street, Boston, Massachusetts, 1933, 1 page.

"4. Promising high school seniors are not preparing for the teaching profession because of the low teaching salaries. In 1935 our Teachers Colleges graduated 935 teachers. The average graduation for the last four years has been only 401. "

"5. Since January, 1941, the income of people in Massachusetts has increased an average of 119 per cent. The cost of living has increased 60 per cent. Teachers' salaries have increased only 50 per cent. "

"6. Massachusetts still ranks only fortieth among the forty-eight states in state aid to public schools. In 1949, with the new state aid money for schools which was voted by the 1948 Legislature, the Commonwealth of Massachusetts will contribute only 18 per cent of the cost of schools to our cities and towns..... that is only 8 per cent more than was paid between the years of 1919 and 1948. The average contribution of the other 47 states in the nation is about 40 per cent. Massachusetts ranks 17th in per capita wealth of the nation ! A sad commentary indeed for an area steeped in a tradition and history of leadership in the field of education."

Teachers' salaries in Town X High School.-- As has been stated, the salaries offered by Town X to its teachers cannot compete with those of the larger communities. However, Town X salaries do not compare unfavorably with those paid to teachers in neighboring towns of similar population. In a comparative study of salaries involving Town X and fourteen other towns in P. County, it was revealed that the average staff salary for Town X was \$2660 for the school year of 1947-48. Five of the towns surveyed were paying better salaries, the highest average staff salary being \$3330. Nine towns were not paying so well. The lowest average staff salary in the group of towns was \$2435. The highest individual teacher's salary paid by Town X was, in that school year of 1947-48, \$3300. The lowest individual

salary was \$2200.

Town X is currently paying higher salaries to teachers than it has at any time in the past. This situation is undoubtedly true in most towns and cities in the United States.

Table 7 shows that from several possibilities a majority of parents were in favor of a minimum starting salary of \$2,000 and a maximum salary, after twenty-five years of service, of \$4,500.

Table 7. Number and Per Cent of Parents Indicating a Certain Starting and Maximum Salary as Adequate for Teaching Service Extending over a Twenty-five Year Period and Involving a One-Hundred Dollar Annual Increment for Each Year of Service

Subject		Parents Reporting	
Starting Salary (1)	Maximum Salary (2)	Number (3)	Per Cent (4)
\$1,000	to \$3,500	3	2.4
\$1,500	to \$4,000	12	9.8
\$2,000	to \$4,500	30	24.4
\$2,500	to \$5,000	6	4.9
\$	to \$8,000	4	3.3

It is rather doubtful if the average staff salary in Town X will ever approach the \$4,500 figure, but the parental expression of opinion is encouraging. Table 7 also shows that six parents would extend the maximum salary to \$5,000 and four parents (God bless 'em) would pay a top salary of \$8,000.

As a matter of cold fact, at this writing it seems as if the period for fairly generous increases in salary were past. Prices are beginning to drop somewhat, there are rumors of unemployment in certain sections, and finance committees are scrutinizing school budgets more carefully than heretofore. One can only hope that the gains made during the past eight years will not be lost in the event of an economic recession. Educators must guard well those gains and justify before the public the worthiness of educational policy and practice.

Health and Safety of Pupils

Parental opinion concerning the health and safety of pupils.-- Table 8 shows that a majority of parents were satisfied that the school system provided adequate medical care and treatment.

Table 8. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning the Health and Safety of Pupils

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Does the school provide satisfactory medical care and treatment?.....	105	85.3	14	11.4	4	3.3
Are school building (s) and grounds completely healthful, safe, and adequate?	54	43.9	18	14.6	51	41.5

As a matter of fact, at this writing it seems as if the period for fairly generous increases in salary were past. Prices are beginning to drop somewhat, there are rumors of unemployment in certain sections, and finances generally are restricting school budgets more carefully than heretofore. One can only hope that the gains made during the past eight years will not be lost in the event of an economic recession. Educators must guard well these gains and justify before the public the worthiness of educational policy and practice.

Health and Safety of Pupils

Parental opinion concerning the health and safety of pupils.—Table 8 shows that a majority of parents were satisfied that the school system provided adequate medical care and treatment.

Table 8. Number and Per Cent of Parents Reporting in the Affirmative, Reporting in the Negative, and Failing to Report in Response to Questions Concerning the Health and Safety of Pupils

Subject	Affirmative		Negative		Not Reporting	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Does the school pro- vide satisfactory medical care and treatment?.....	103	85.3	14	11.4	4	3.3
Are school buildings (a) and grounds com- pletely healthful, safe, and adequate?	54	43.9	18	14.6	51	41.5

Table 8 also shows that the parents were not equally convinced of the safeness, healthfulness, and adequacy of buildings and grounds. It is felt by the writer in this latter instance that the prime reason for the rather weak affirmative response to the second item of Table 8 is because of the elementary school situation in Town X. Although the inquiry form purported to question parents concerning matters pertaining to the high school situation only and clearly so stated in each copy of the inquiry form that was submitted to the parents, parental opinion and comment was undoubtedly colored by the fact that certain elementary-school buildings are obsolete and that plans for the construction of a new elementary building are now before the town for consideration. Too, the second item of Table 8 might better have asked, "Are the high school building and grounds completely healthful?", leaving no doubt as to the intent of the interrogation.

No comment was offered by parents in the instance of the first item of Table 8. The comments accompanying the second item were, in the main, critical of one feature, namely, crowded classroom conditions.

Essential qualities of buildings and grounds.-- It has been properly stated by one authority that any thorough consideration of all the features and details of the school plant and equipment would require a compendious volume.

Table 8 also shows that the parents were not equally convinced of the seriousness, healthfulness, and adequacy of buildings and grounds. It is felt by the writer in this latter instance that the prime reason for the rather weak affirmative response to the second item of Table 8 is because of the elementary school situation in Town A. Although the inquiry form purported to question parents concerning matters pertaining to the high school situation only and clearly so stated in each copy of the inquiry form that was submitted to the parents, parental opinion and comment was undoubtedly colored by the fact that certain elementary-school buildings are obsolete and that plans for the construction of a new elementary building are now before the town for consideration. Too, the second item of Table 8 might better have asked, "Are the high school building and grounds completely healthful?", leaving no doubt as to the intent of the inquiry form.

No comment was offered by parents in the instance of the first item of Table 8. The comments accompanying the second item were, in the main, critical of one feature, namely, crowded classroom conditions.

Parental quality of buildings and grounds. -- It has been properly stated by one authority that any thorough consideration of all the features and details of the school plant and equipment would require a considerable volume.

School buildings should be constructed to conform with the objectives of education as prescribed by local needs and desires. The adaptation of the school plant to specific purposes is described by authors Bolton, Cole and Jessup^{1/} as follows:

In the development of a school plant the specific educational objectives should be clearly understood and every unit should be shaped to promote those ends. For example, a high school is not a college and its problems of study, discipline, or time schedule, must be managed in an entirely different manner. The high school building should be constructed so as to deal successfully with high school problems and not those connected with the college.

Similarly, the high school has quite different objectives from the elementary school. Each should be housed in such a way as to enable teachers to accomplish the objectives of the particular stage of education. The high school needs various kinds of laboratories for physics, chemistry, biology, household science and art; shops for woodworking, metal-working, automobile repairing, mechanical drawing; rooms for art, choral training, band and orchestra. Each of these needs to be especially designed. . . . Just a room with four enclosing walls will not provide modern educational facilities in these subjects. The whole arrangement must be fashioned through scientific planning to accomplish the desired ends in the most effective way.

Speaking of desirable qualities of the site for a high school building, the above quoted authors^{2/} say:

The main general factors to be considered in a desirable school building location may be summarized as follows:

1. Adequate size.

^{1/} Bolton, Cole, and Jessup, op. cit., p. 162.

^{2/} Ibid., p. 165.

School buildings should be constructed to conform with the objectives of education as prescribed by local needs and desires. The adaptation of the school plant to specific purposes is described by authors Bolton, Cole and Jessup as follows:

In the development of a school plant the specific educational objectives should be clearly understood and every unit should be shaped to promote these ends. For example, a high school is not a college and its problems of study, discipline, or time schedule, must be managed in an entirely different manner. The high school building should be constructed so as to deal successfully with high school problems and not those connected with the college. Similarly, the high school has quite different objectives from the elementary school. Each should be housed in such a way as to enable teachers to accomplish the objectives of the particular stage of education. The high school needs various kinds of laboratories for physics, chemistry, biology, home-hold science and art; shops for woodworking, metal-working, automobile repairing, mechanical drawing; rooms for art, choral training, band and orchestra. Each of these needs to be especially designed. . . . Just a room with four enclosing walls will not provide modern educational facilities in these subjects. The whole arrangement must be fashioned through scientific planning to accomplish the desired ends in the most effective way.

Speaking of desirable qualities of the site for a high school building, the above quoted authors say: The main general factors to be considered in a desirable school building location may be summarized as follows:

1. Adaptate site.

- 1/ Bolton, Cole, and Jessup, op. cit., p. 162.
- 2/ Ibid., p. 162.

1. (continued)

- (a) For the building and its future extensions.
 - (b) For the proper setting of the building and its removal from the noise and dust of the street.
 - (c) For outdoor games and physical education.
 - (d) For school gardens, if desired.
2. Orientation of building. Most classrooms should have sunlight part of the day. This result is obtained most readily if the site permits the long axis of the building to extend approximately north and south.
 3. Freedom from noise and odors. Avoid proximity to railroads, gas plants, factories, and other sources of injurious noise and odors.
 4. Suitability for construction. Avoid low, filled, and wet land. Avoid abrupt changes in grade unless the building can be readily adapted to them. Ledge rocks may increase cost of foundation.
 5. Safety. Elementary schools, especially, should not be located on dangerous thoroughfares.
 6. Healthfulness. Abundance of fresh air and sunlight and freedom from noise, dust, and odors are conducive to health.
 7. Reasonable centrality to contributing area. Exact centrality is not as important as other factors.
 8. Reasonable accessibility. When many children must come by railroad or trolley the school should not be too far distant from them.

Health organization and administration.-- Turner^{1/}

groups the responsibilities of the school system in the matter of health under three main headings as follows:

1. Health protection.
 - a. Sanitation of the school plant.

^{1/} C.E. Turner, Principles of Health Education, D.C. Heath and Company, Boston, 1939, pp. 274-276.

1. (continued)

- (a) For the building and its future extensions.
 - (b) For the proper setting of the building and its removal from the noise and dust of the street.
 - (c) For outdoor games and physical education.
 - (d) For school gardens, if desired.
2. Orientation of building. Most classrooms should have sunlight part of the day. This result is obtained most readily if the site permits the long axis of the building to extend approximately north and south.
3. Freedom from noise and odors. Avoid proximity to railways, gas plants, factories, and other sources of injurious noise and odors.
4. Suitability for construction. Avoid low, filled, and wet land. Avoid abrupt changes in grade unless the building can be readily adapted to them. Bedges rocks may increase cost of foundation.
5. Safety. Elementary schools, especially, should not be located on dangerous thoroughfares.
6. Healthfulness. Abundance of fresh air and sunlight and freedom from noise, dust, and odors are conducive to health.
7. Reasonable centrality to contributing areas. Exact centrality is not as important as other factors.
8. Reasonable accessibility. When many children must come by railroad or trolley the school should not be too far distant from them.

Health organization and administration. -- Turner

groups the responsibilities of the school system in the matter of health under three main headings as follows:

1. Health protection.
- a. Sanitation of the school plant.

1/ U.S. Bureau of Education, Division of Health, Principles of Health Education, D.O. Heath and Company, Boston, 1933, pp. 275-276.

1. (continued)

- b. Examinations: physical, dental, and psychological.
- c. Communicable disease control.

2. Correction of defects and health conservation of defectives.

- a. Special classes.
- b. Clinics.
- c. Follow-up.

3. Health promotion.

- a. Hygienic arrangement and administration of the school program.
 - (1) For pupils.
 - (2) For teachers.
- b. Physical activities.
- c. Health instruction and motivation.

Provisions for the health and safety of pupils in the high school of Town X.-- The writer believes that Town X provides adequately, even generously, for its school pupils in the matter of health care and treatment. A school physician gives annual physical examinations to all pupils and is on call if needed for an emergency. A school nurse reports to the school each day to check the various classrooms for possible communicable diseases and to treat minor injuries. The nurse checks the absentee list to ascertain the cause for each absence. She assists the doctor and dentist and helps with the eye and ear tests. Tests for sight and hearing are given at the beginning of each school year. The services of a dentist are provided the pupils for two days of each week. All pupils have their teeth examined and those who wish may secure treatment for fifty cents per visit. Theoretically,

each pupil is entitled to five dental visits each school year. Practically, no deserving case has been denied attention regardless of the number of visits involved. The size of the school does not permit the services of a psychologist or psychiatrist. State facilities, however, are utilized whenever the need seems apparent. An accident insurance plan is made available to all the pupils of the high school and offers partial coverage for a variety of injuries that may be incurred in conjunction with the physical education and athletic program of the school. Physical education classes meeting twice weekly for each pupil attempt constructive and corrective therapy.

The high-school building of Town X is eleven years old and is modern in design and construction. The site for the high school meets present-day standards for location, size, and general adequacy. The increase in lower grade population has made it necessary for the high school building to house several elementary grades, thus creating crowded conditions within the building and on the playground. When (possibly within two years) the high-school building can be used for high-school purposes exclusively, the plant should meet professional requirements.

Religion, Sex, and the "isms"

Religion in the public schools.-- The items of the inquiry form included in Table 9 which were concerned with

each pupil is entitled to five dental visits each school year. Practically, no reserving cases has been denied attention regardless of the number of visits involved. The size of the school does not permit the services of a psychologist or psychiatrist. State facilities, however, are utilized whenever the need seems apparent. An accident insurance plan is made available to all the pupils of the high school and others partial coverage for a variety of injuries that may be incurred in connection with the physical education and athletic program of the school. Physical education classes meeting twice weekly for each pupil attempt constructive and corrective therapy.

The high-school building of Town X is eleven years old and is modern in design and construction. The site for the high school meets present-day standards for location, size, and general adequacy. The increase in lower grade population has made it necessary for the high school building to house several elementary grades, thus creating crowded conditions within the building and on the playground. When (possibly within two years) the high-school building can be used for high-school purposes exclusively, the plans should meet professional requirements.

Religion, Sex, and the "Lame"

Religion in the public schools.-- The items of the inquiry form included in Table 2 which were concerned with

details of religious instruction in the public schools evoked considerable interest and comment among the parents.

Table 9. Number and Per Cent of Parents Indicating an Expression of Opinion Concerning Religious Instruction in the Public Schools

Subject	Parents Reporting	
	Number	Per Cent
(1)	(2)	(3)
Religion has no place in classroom discussion.....	36	29.3
Religion, in a non-sectarian sense should be a regularly scheduled classroom subject.....	36	29.3
Representatives of the various faiths should be invited into the school to explain their respective religious philosophies to the pupils....	30	24.4
Religious instruction by church-assigned teachers should be provided for those pupils who elect to study such subject matter.....	21	17.1

Table 9 shows that a variety of opinion was manifest. As many parents apparently believed that no attempt should be made to instruct in matters of religion as believed that any single method of religious instruction was appropriate and proper. It seems significant to the writer that in the rather conservative and predominantly Protestant community of Town X so many of the parents looked with favor upon religious instruction in the schools.

Some of the parental comments indicate the thinking of those who replied to the items of Table 9. Several of

details of religious instruction in the public schools evoked considerable interest and comment among the parents.

Table 2. Number and Percent of Parents Indicating an Expression of Opinion Concerning Religious Instruction in the Public Schools

Subject	Parents Reporting	
	Number	Per Cent
(1)	(2)	(3)
Religion has no place in classroom discussion.....	36	29.8
Religion, in a non-sectarian sense, should be a regularly scheduled classroom subject.....	35	29.5
Representatives of the various faiths should be invited into the school to explain their respective religious philosophies to the pupils....	30	24.4
Religious instruction by church-assigned teachers should be provided for those pupils who elect to study such subject matter.....	21	17.1

Table 2 shows that a variety of opinion was manifested. As many parents apparently believed that no attempt should be made to instruct in matters of religion as believed that any single method of religious instruction was appropriate and proper. It seems significant to the writer that in the rather conservative and predominantly Protestant community of Town X so many of the parents looked with favor upon religious instruction in the schools.

Some of the parental comments indicate the thinking of those who replied to the items of Table 2. Several of

the comments are quoted herewith:

"Better leave the subject of religion alone in the classroom."

"I believe that religious instruction should be provided for those pupils who express a desire for it."

"Religion is the responsibility of the parents and of the churches."

"Religious instruction should aid in obtaining a better understanding of all peoples. Education should give battle to intolerance and bigotry."

"What little culture a child has stems from his religious training (or that of his parents). Pure knowledge without the spiritual background of some sort of a union with God is useless. A child must learn to supplement knowledge with the philosophy of Christian doctrines."

"Daily contact with men and women (the teachers) of high ideals does more to teach religion to children than discussion of creeds."

"Non-sectarian religion as a part of the guidance program would be an asset to the school schedule of activities."

Since the date of the release of the inquiry form, the Supreme Court, March 8, 1948, ruled in the McCollum case that sectarian education in the public schools was unconstitutional use of the schools to help religions spread their faith. Perhaps, after all, the affairs of religion are better left with institutions and organizations functioning apart from the public schools. One writer^{1/} in commenting upon the now famous decision said:

The American Churches have abundant resources-- material, spiritual, and intellectual-- which should now be set in motion to meet in a constitutional way

^{1/} Agnes E. Meyer, "Vigilance", Atlantic Monthly (November, 1948) p. 48.

The comments are quoted herewith:

"Better leave the subject of religion alone in the classroom."

"I believe that religious instruction should be provided for those pupils who express a desire for it."

"Religion is the responsibility of the parents and of the churches."

"Religious instruction should aid in obtaining a better understanding of all peoples. Education should give battle to intolerance and bigotry."

"What little culture a child has stems from his religious training (or that of his parents). This knowledge without the spiritual background of some sort of a union with God is useless. A child must learn to supplement knowledge with the philosophy of Christian doctrine."

"Daily contact with men and women (the teachers) of high ideals does more to teach religion to children than discussion of creeds."

"Non-sectarian religion as a part of the guidance program would be an asset to the school schedule of activities."

Since the date of the release of the inquiry form, the

Supreme Court, March 8, 1948, ruled in the *McCollum* case

that sectarian education in the public schools was inconsistent

with the use of the schools to help religious groups spread their

faith. Perhaps, after all, the effects of religion are

better left with institutions and organizations functioning

apart from the public schools. One writer in commenting

upon the new famous decision said:

The American Churches have abundant resources-- material, spiritual, and intellectual-- which should now be set in motion to meet in a constitutional way

IV James A. Meyer, "Vigilance", *Atlantic Monthly* (November, 1948) p. 48.

the noble purposes of the released-time programs. Instead of attacking the Supreme Court decision, religious leaders should accept it as a God-sent stimulus toward renewed endeavor by methods that will be all the more effective because they are consistent with the spirit of democracy."

The teaching of sex in the public schools.-- Table 10 shows that many parents believed that sex education should be a concern of the public schools. The table indicates that

Table 10. Number and Per Cent of Parents Indicating an Expression of Opinion Concerning the Teaching of Sex in the Public Schools

Subject (1)	Parents Reporting	
	Number (2)	Per Cent (3)
The classroom is no place for discussion of matters pertaining to sex.....	25	20.3
Sex details should be taught to boys and girls meeting in separate groups.....	59	48.0
Sex details should be taught in science class; for example, the biology class.	26	21.1
Sex details should only be taught by trained specialists such as doctors and nurses, and not by classroom teachers.....	77	62.6
Details of sex are better handled in home discussions -- children with parents.....	38	30.9

there was a variety of opinion as to the method of instruction. More parents felt that the details of sex should be taught by trained specialists than favored other approaches to the subject. A certain number of parents were of the opinion that matters of sex were better handled in the home--

the noble purpose of the released-time program. Instead of attacking the Supreme Court decision, religious leaders should accept it as a 50-50 split and endeavor by methods that will be all the more effective because they are consistent with the spirit of democracy."

The teaching of sex in the public schools.-- Table 10

shows that many parents believed that sex education should be a concern of the public schools. The table indicates that

Table 10. Number and Per Cent of Parents Indicating an Expression of Opinion Concerning the Teaching of Sex in the Public Schools

Subject	Parents Reporting	
	Number	Per Cent
(1)	(2)	(3)
The classroom is no place for discussion of matters pertaining to sex.....	25	20.2
Sex details should be taught to boys and girls meeting in separate groups.....	59	48.0
Sex details should be taught in science class; for example, the biology class.	25	21.1
Sex details should only be taught by trained specialists such as doctors and nurses, and not by classroom teachers.....	77	62.6
Details of sex are better handled in home discussions -- children with parents.....	28	20.2

there was a variety of opinion as to the method of instruction. More parents felt that the details of sex should be taught by trained specialists than favored other approaches to the subject. A certain number of parents were of the opinion that matters of sex were better handled in the home--

children with parents.

In referring to the need for sex education, Dr. John H. Stokes,^{1/} Professor of Dermatology and Syphilology, University of Pennsylvania Graduate School of Medicine states:

1. Unless promiscuity and disease are accepted as the normal, education is needed.

2. Sex education is not education in the mechanics of procreation alone, but education in a satisfying and fulfilling life, of which sex is an essential part.

3. Sex education is no different, then, from education for any other mode or form of living; it involves the same habits of disciplined reaction, the same acceptance of responsibility, the same emotional coloring, the same elementary fidelities, loyalties, and cooperations as any other education for living.

4. Sex education should be taught as part of a course in personal physical and mental hygiene which extends through the entire formal schooling, as part of general science and biology, as social studies, as physical education and even as literature, the arts, business practice, and training for the professions, teaching, law, medicine, architecture, etc.

5. The first need is to train adequate teachers to work as teachers(a) of teachers, (b) of parents, (c) of the pre-school child, (d) of the pre-adolescent school child, (e) of the early adolescent school child, (f) of the late teen-age group, (g) of the marriagable and about-to-be-married, (h) of the family in distress, and (i) of the public.

Dr. Stokes^{2/} brings the school to the front in the matter of sex education when he states that:

While the home holds a position of declining authority, the school is increasing in influence and prestige; the home is shirking or failing in its responsibility for self-discipline, psychologic adjustment, medical guidance and aid and the play outlet, while the school is growing in disciplinary

^{1/} John H. Stokes, quoted in "Is Sex Education Needed?", Bulletin of the Massachusetts Society for Social Hygiene, (December, 1948) 18: pp. 1, 2.

^{2/} Ibid., p. 2.

children with parents.

In referring to the need for sex education, Dr. John H. Stokes, Professor of Dermatology and Syphilology, University of Pennsylvania Graduate School of Medicine states:

1. Unless prominently and diseases are accepted as the normal, education is needed.
2. Sex education is not education in the mechanics of procreation alone, but education in a satisfying and fulfilling life, of which sex is an essential part.
3. Sex education is no different, then, from education for any other mode or form of living; it involves the same habits of disciplined reason, the same acceptance of responsibility, the same emotional coloring, the same elementary fidelities, loyalties, and cooperations as any other education for living.
4. Sex education should be taught as part of a course in personal physical and mental hygiene which extends through the entire formal schooling, as part of general sciences and biology, as social studies, as physical education and even as literature, the arts, business practices, and training for the professions, teaching, law, medicine, architecture, etc.
5. The first need is to train adequate teachers to work as teachers (a) of teachers, (b) of parents, (c) of the pre-school child, (d) of the pre-adolescent school child, (e) of the early adolescent school child, (f) of the late teen-age group, (g) of the marriageable and about-to-be-married, (h) of the family in distress, and (i) of the public.

Dr. Stokes brings the school to the front in the matter

of sex education when he states that:

While the home holds a position of declining authority, the school is increasing in influence and prestige; the home is adding or failing in its responsibility for self-discipline, psychology, adjustment, medical guidance and aid and the play out-let, while the school is growing in disciplinary

John H. Stokes, quoted in "Sex Education Needed?"
Journal of the Massachusetts Society for Social Hygiene
 December, 1923, 13: 1, 2.

2/ 1011, p. 2.

influence, psychologic aids, physical supervision, and the play outlet. The home can initiate little, through ignorance of parents as to need and where to get help while the school can initiate parent education and cooperation direct and through counseling. There is no antagonism between home and schools: each can supplement the other, but today's problem is that the home wants the school to do it and the school is unprepared.

It seems to the writer that Dr. Stokes has indicated three significant facts, namely, (1) that sex education is needed, (2) that the home is failing in sex education, and (3) that the school is not prepared in all instances to educate in details concerning sex. The answer to the problem seems to be better trained teachers in this particular phase of education. There seems to be no good reason why teachers cannot become as sufficiently well versed in material and method concerned with sex education as in other subject-matter fields. Perhaps this is a challenge to our teacher-training institutions.

In the high school of Town X there is no subject that treats exclusively of sex. However, in biology, psychology, physical education, and guidance there is attempted the establishment of proper knowledges and attitudes in the whole matter of sex education with the pupils. Biology, for example, defines the basis for child conception and with the aid of text, lectures, and films, follows foetal development through birth. Psychology, by considering the elements of mental hygiene, attempts to help the pupil prepare correct

influence, psychology, physical supervision, and the play outlet. The home can initiate little through ignorance of parents as to need and where to get help while the school can initiate parent education and cooperation direct and through counseling. There is no antagonism between home and school; each can supplement the other, but today's problem is that the home wants the school to do it and the school is unprepared.

It seems to the writer that Dr. Stokes has indicated three significant facts, namely, (1) that sex education is needed, (2) that the home is failing in sex education, and (3) that the school is not prepared in all instances to educate in details concerning sex. The answer to the problem seems to be better trained teachers in this particular phase of education. There seems to be no good reason why teachers cannot become as sufficiently well versed in material and method concerned with sex education as in other subject-matter fields. Perhaps this is a challenge to our teacher-training institutions.

In the high school of Town X there is no subject that treats exclusively of sex. However, in biology, psychology, physical education, and guidance there is attempted the establishment of proper knowledge and attitudes in the whole matter of sex education with the pupils. Biology, for example, defines the basis for child conception and with the aid of text, lectures, and films follows logical development through birth. Psychology, by considering the elements of mental hygiene, attempts to help the pupil prepare correct

attitudes concerning the sex issue. Physical education theory classes meet in segregated groups with the school nurse and the school physician for frank discussions about sex and venereal disease. The guidance approach to the sex problem is the homeroom discussion of boy-girl relations with such topics as "Dating can be fun", "homemaking for girls", "going steady", "choosing a marriage partner", "what makes a marriage successful", and "forming a family of my own."

There seems no reason why sex education cannot fit into the pattern of personality development which, after all, is the one essential objective of any sound educational program.

The teaching of democracy and the "'isms" in the public schools.-- Table 11 indicates quite clearly that a majority of the parents in Town X wish the schools to acquaint their children with the current philosophy and functioning of communism, socialism, fascism, and democracy. Naturally, the greatest expression of approval was associated with the teaching of the concepts of democracy. However, as shown by Table 11, many parents were likewise enthusiastic about familiarizing young people with the various other philosophies of society that are currently prevalent in certain areas of the world. Parental comment here was interesting and enlightening.

attitudes concerning the sex issue. Physical education theory classes meet in segregated groups with the school nurse and the school physician for frank discussions about sex and venereal disease. The guidance approach to the sex problem is the homosexual discussion of boy-girl relations with such topics as "Dating can be fun", "Rooming for girls", "Going steady", "Choosing a marriage partner", "What makes a marriage successful", and "Forming a family of my own."

There seems no reason why sex education cannot fit into the pattern of personality development which, after all, is the one essential objective of any sound educational program.

The teaching of democracy and the "isms" in the public

schools.-- Table II indicates quite clearly that a majority of the parents in Town X wish the schools to accustom their children with the current philosophy and functioning of communism, socialism, fascism, and democracy. Naturally, the greatest expression of approval was associated with the teaching of the concepts of democracy. However, as shown by Table II, many parents were likewise optimistic about familiarizing young people with the various other philosophies of society that are currently prevalent in certain areas of the world. Parental comment here was interesting and enlightening.

Table 11. Number and Per Cent of Parents Indicating an Opinion in Approval or in Disapproval of the Social Sciences Acquainting the Pupil with the Current Philosophy and Functioning of Communism, Socialism, Fascism, and Democracy and the Number and Per Cent of Parents Failing to Report an Opinion

Subject	Approval		Disapproval		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Communism.....	90	73.2	3	2.4	30	24.4
Socialism.....	87	70.7	10	8.1	26	21.2
Fascism	69	56.1	31	25.2	23	18.7
Democracy.....	120	97.6	0	00.0	3	2.4

Several comments picked at random from the inquiry form are quoted herewith:

"Classes in comparative politics might help to point up democracy."

"All the 'isms should be taught-- that is, their meanings and implications."

"A pupil should learn what is desirable and objectionable in the various philosophies of government."

"How can we understand democracy thoroughly unless we know of the challenging 'isms?"

"Good citizens should understand all forms of government in order to carry on better with their own."

"The more the average person knows about these so-called 'isms, the less democracy has to fear from them."

Under the heading, "Teaching Controversial Subject Matter", Reeder^{1/} states:

The school should not concern itself with facts,

1/ Reeder, op. cit., p. 626.

Table 11. Number and Per Cent of Parents Indicating an Opinion in Approval or in Disapproval of the Social Sciences Accounting the Total with the Current Philosophy and Functioning of Communism, Socialism, Fascism, and Democracy and the Number and Per Cent of Parents Failing to Report an Opinion

Subject	Approval		Disapproval		Not Reporting	
	Num-Per	Cent	Num-Per	Cent	Num-Per	Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Communism.....	90	73.2	3	2.4	30	24.4
Socialism.....	87	70.7	10	8.1	26	21.2
Fascism.....	69	56.1	31	25.2	23	18.7
Democracy.....	120	97.6	0	00.0	3	2.4

Several comments picked at random from the inquiry form are quoted herewith:

"Classes in comparative politics might help to point up democracy."

"All the 'isms' should be taught-- that is, their meanings and implications."

"A pupil should learn what is desirable and objectionable in the various philosophies of government."

"How can we understand democracy thoroughly unless we know of the challenging 'isms'?"

"Good citizens should understand all forms of government in order to carry on better with their own."

"The more the average person knows about these so-called 'isms', the less democracy has to fear from them."

Under the heading, "Teaching Controversial Subject

Matter", Reader states:

The school should not concern itself with facts,

Reader, op. cit., p. 626.

known truths, and settled problems alone, but should bring knowledge to bear upon the problems which present society faces. . . . The school must decide whether it will qualify its pupils to take intelligent part in the discussion of live issues or whether it will ignore them and leave these future citizens to be the easy victims of vicious propaganda. Among free peoples, free discussion of problems is regarded as a birthright.

Under the same heading Reeder^{1/} states further:

The right to academic freedom also places upon the teacher the responsibility of being well informed on the many sides of all important controversial questions. Without this erudition the teacher is not likely to be able to bring out all sides of a question and to guide the search for the solution of the question; without it, too, there is greater danger that he will substitute his opinion for knowledge, and this is the essence of pedagogical quackery.

All of which says, in substance, that controversial issues are for class consideration in the public schools, and are to be approached by teacher and pupil without prejudice and bias.

The high school of Town X through its social science classes in general and in its senior class Problems of Democracy in particular, attempts to familiarize its pupils with the various world "isms." Every possible effort is made, with teacher guidance, to allow free discussion of the issues involved and to seek basic truths which stand any and all known tests for veraciousness. The parents of Town X seem in accord with school policy in this respect.

^{1/} Reeder, op. cit.

known truths, and settled problems alone, but should bring knowledge to bear upon the problems which present society faces. . . . The school must decide whether it will qualify its pupils to take intelligent part in the discussion of live issues or whether it will ignore them and leave these future citizens to be the easy victims of various propaganda. Among free peoples, free discussion of problems is regarded as a birthright.

Under the same heading Reeder states further:

The right to academic freedom also places upon the teacher the responsibility of being well informed on the many sides of all important controversial questions. Without this erudition the teacher is not likely to be able to bring out all sides of a question and to guide the search for the solution of the question; without it, too, there is greater danger that he will substitute his opinion for knowledge, and this is the essence of pedagogical quackery.

All of which says, in substance, that controversial issues are for class consideration in the public schools, and are to be approached by teacher and pupil without prejudice and bias.

The high school of Town X through its social science classes in general and in its senior class problems of Democracy in particular, attempts to familiarize its pupils with the various world "isms." Every possible effort is made, with teacher guidance, to allow free discussion of the issues involved and to seek basic truths which stand any and all known tests for veraciousness. The parents of Town X seem in accord with school policy in this respect.

Reeder, op. cit.

Athletics

The high-school athletic program.-- Parents of Town X were, for the most part, agreed that the athletic program offered in the high school was in proper balance with other school functions, as shown in Table 12.

Table 12. Number and Per Cent of Parents Indicating an Opinion Concerning Athletic Activities in their Relation to the Whole School Program and Number and Per Cent of Parents Failing to Report an Opinion

Subject	Reporting		Not Reporting	
	Num- ber	Per Cent	Num- ber	Per Cent
(1)	(2)	(3)	(4)	(5)
Over-emphasized.....	9	7.3		
Inadequate in scope....	13	10.5		
In proper balance with other school functions	60	48.8	41	33.3

Only nine of the parents questioned felt that the athletic program was over emphasized. Thirteen parents were of the opinion that the program was inadequate in scope and should be extended.

The place of athletics in any school program is a moot question. Too often the prestige of a school depends upon the success of its football team. Too often, it would seem the true purpose of education is lost in the ballyhoo that accompanies athletic contests. Too often the "tail wags the dog" in that the athletic dominates the academic and

Athletics

The high-school athletic program.-- Parents of Town Y

were, for the most part, agreed that the athletic program offered in the high school was in proper balance with other school functions, as shown in Table 12.

Table 12. Number and Per Cent of Parents Indicating an Opinion Concerning Athletic Activities in Their Relation to the Whole School Program and Number and Per Cent of Parents Failing to Report an Opinion

Subject	Reporting		Not Reporting	
(1)	Per Cent	Num-	Per Cent	Num-
	(2)	(3)	(4)	(5)
Over-emphasized.....	9	4.3		
Inadequate in scope.....	13	10.8		
In proper balance with other school functions	60	48.8		
			41	33.8

Only nine of the parents questioned felt that the athletic program was over emphasized. Thirteen parents were of the opinion that the program was inadequate in scope and should be extended.

The place of athletics in any school program is a most question. Too often the prestige of a school depends upon the success of its football team. Too often, it would seem the true purpose of education is lost in the belief that accompanied athletic contests. Too often the "tail wags the dog" in that the athletic dominates the academic and

the latter is subservient to that type of mind that fills the stadium on Saturday afternoon. The writer is not sympathetic with a situation that permits coaches to receive more pay than school principals and superintendents and allows the expenditure of thousands of dollars for the purpose of sending thirty odd high-school athletes from New England to the South for a game of football and a week's vacation while there are people in the world without shoes for their feet and bread for their stomachs. If the reasoning that prevails in the situation just noted were to be consistent, we should wine, dine, and vacation all pupils who achieve excellence in senior English-- and probably with a more substantial basis for so doing.

Town X High School, because of its size, does not have a football team. It offers basketball and baseball for boys and basketball and softball for girls. Physical education classes are provided for all pupils who are physically able to participate. Even in this modest program it is sometimes rather appalling to observe the enthusiasms evoked by interscholastic contests of an athletic nature as contrasted with the public apathy apparent in the event of outstanding academic achievement on the part of any pupil or group of pupils.

It might be well for administrators to review, in some instances, the goals and objectives of public education,

the latter is subservient to that type of mind that fills the stadium on Saturday afternoon. The writer is not sympathetic with a situation that permits coaches to receive more pay than school principals and superintendents and allows the expenditure of thousands of dollars for the purpose of sending thirty odd high-school athletes from New England to the South for a game of football and a week's vacation while there are people in the world without shoes for their feet and bread for their stomachs. If the reasoning that prevails in the situation just noted were to be consistent, we should wage, dance, and vacation all pupils who achieve excellence in senior English--and probably with a more substantial basis for so doing.

Town X High School, because of its size, does not have a football team. It offers basketball and baseball for boys and basketball and softball for girls. Physical education classes are provided for all pupils who are physically able to participate. Even in this modest program it is sometimes rather appalling to observe the enthusiasms evoked by interscholastic contests of an athletic nature as contrasted with the public apathy apparent in the event of outstanding academic achievement on the part of any pupil or group of pupils.

It might be well for administrators to review, in some instances, the goals and objectives of public education.

remembering that education is concerned with the development of the individual pupil in his entire personality. Physical education and athletics have their place in the school program, but the body is only part of the pupil and his mind, his emotions, his attitudes, and his ideals need a little attention, too.

The information obtained from the parents to whom were submitted the inquiry form concerning certain secondary-school services was revealing in two respects, namely, (1) by virtue of the apparent knowledge and interest in certain phases of school procedure manifest in the replies and comments that were concerned with items of the inquiry form that pertained to matters of public relations, school administration, school finances, health and safety of pupils, athletics, and the teaching of sex, religion, and the philosophy of the "isms", and (2) by the lack of knowledge and understanding in certain other school situations relating to methods and materials employed, quality and worth of the current type of character education and education for citizenship, the adequacy and safety of the building, and the matter of teachers' salaries.

Parents, in their replies, seemed most vague concerning matters of method and of educational theory. Many parents ignored the items of the inquiry form that pertained to the more general aspects of educational philosophy, educational objectives, and method.

remembering that education is concerned with the development of the individual pupil in his entire personality. Physical education and athletics have their place in the school program, but the body is only part of the pupil and his mind, his emotions, his attitudes, and his ideals need a little attention, too.

CHAPTER IV

CONCLUSION

Summary of Findings

Data obtained from parents by means of inquiry form submitted to them.-- The information obtained from the parents to whom were submitted the inquiry form concerning certain secondary-school services was revealing in two counts, namely, (1) by virtue of the apparent knowledge of and interest in certain phases of school procedure manifest in the replies and comments that were concerned with items of the inquiry form that pertained to matters of public relations, school administration, school finance, health and safety of pupils, athletics, and the teaching of sex, religion, and the philosophy of the "'isms", and (2) by the lack of knowledge and understanding in certain other school situations relating to methods and materials employed, quality and worth of the current type of character education and education for citizenship, the adequacy and safety of the building, and the matter of teachers' salaries.

Parents, in their replies, seemed most vague concerning matters of method and of educational theory. Many parents ignored the items of the inquiry form that pertained to the more general aspects of educational philosophy, educational objectives, and method.

CHAPTER IV

CONCLUSION

Summary of Findings

Data obtained from parents by means of inquiry form

submitted to them.-- The information obtained from the parents to whom were submitted the inquiry form concerning certain secondary-school services was revealing in two respects, namely, (1) by virtue of the apparent knowledge of and interest in certain phases of school procedure manifest in the replies and comments that were concerned with items of the inquiry form that pertained to matters of public relations, school administration, school finances, health and safety of pupils, athletics, and the teaching of sex, religion, and the philosophy of the "I-lama", and (2) by the lack of knowledge and understanding in certain other school situations relating to methods and materials employed, quality and worth of the current type of character education and education for citizenship, the adequacy and safety of the building, and the matter of teachers' salaries.

Parents, in their replies, seemed most vague concerning matters of method and of educational theory. Many parents ignored the items of the inquiry form that pertained to the more general aspects of educational philosophy, educational objectives, and method.

Too, there was manifest little knowledge of the specific materials of instruction employed, the subjects and the courses offered to pupils, and the current curriculum trends. The parents were free to admit their lack of understanding in these respects and in most instances expressed a desire to be better informed.

Parents did have some very definite thoughts concerning many of the items, however. Comment was most voluminous and eloquent on matters of character education, the teaching of sex and religion, education for citizenship, discipline, instruction in the various world political philosophies, and teachers' salaries. The quality of the comments relative to these items and certain others would indicate that school administrators might do well to ascertain better, in many situations, the desires of the parental public before formulating school policy.

It is not too difficult to appreciate the fact that many parents do fail to comprehend much that is being attempted and accomplished in the secondary school. There is considerable blind faith in the educative process of a public nature which educators hope is justified-- not the blindness, but the faith-- to at least some extent. Better, however, that the blind faith become an enlightened point of view with a purpose founded on sound principles of educational philosophy.

Too, there was manifest little knowledge of the specific

materials of instruction employed, the subjects and the courses offered to pupils, and the current curriculum trends. The parents were free to admit their lack of understanding in these respects and in most instances expressed a desire to be better informed.

Parents did have some very definite thoughts concerning many of the items, however. Comment was most voluminous and eloquent on matters of character education, the teaching of sex and religion, education for citizenship, discipline, instruction in the various world political philosophies, and teachers' salaries. The quality of the comments relative to these items and certain others would indicate that school administrators might do well to ascertain better, in many situations, the desires of the parental public before formulating school policy.

It is not too difficult to appreciate the fact that many parents do fail to comprehend much that is being attempted and accomplished in the secondary school. There is considerable blind faith in the educative process of a public nature which educators hope is justified--not the blindness, but the faith--to at least some extent. Better, however, that the blind faith become an enlightened point of view with a purpose founded on sound principles of educational philosophy.

Concluding Statement

Parental opinion as a guide to administrative action.--

It seems safe to assume from the results of this study that parents are, as a whole, deeply interested in their schools and desire to be better informed as to the policy and practice thereof.

Here are listed several specific ways and devices by which Town X High School might keep its supporting public more intimately aware of what transpires in an educational sense:

1. To issue a monthly bulletin to parents in which the events of the school are reported upon.
2. To establish a lay-professional group composed of school personnel and business, fraternal, and civic leaders of the community for the purpose of jointly formulating school policy in light of community needs.
3. To make the school a year-round community center, with provisions for holidays, vacations, weekends, and evenings.
4. To encourage closer working relationships between parents and teachers within the Parent-Teacher Association.
5. To extend the work-experience program by placing more pupils in actual work situations in nearby business and industrial organizations.

Concluding Statement

Parental opinion as a guide to administrative action.

It seems safe to assume from the results of this study that parents are, as a whole, deeply interested in their schools and desirous to be better informed as to the policy and practice thereof.

There are listed several specific ways and devices by which Town X High School might keep its supporting public more intimately aware of what transpires in an educational

sense:

1. To issue a monthly bulletin to parents in which the events of the school are reported upon.
2. To establish a lay-professional group composed of school personnel and business, industrial, and civic leaders of the community for the purpose of jointly formulating school policy in light of community needs.
3. To make the school a year-round community center, with provisions for holidays, vacations, weekends, and evenings.
4. To encourage closer working relationships between parents and teachers within the Parent-Teacher Association.
5. To extend the work-experience program by placing more pupils in actual work situations in nearby business and industrial organizations.

6. To prepare pupils for democratic living and community leadership through specific subject matter and survey projects designed to instill proper attitudes, ideals, and knowledges essential to the citizen and the civic official in any community that subscribes to the democratic way of life.

7. To initiate a worthwhile guidance service for adults whereby those who seek help in matters of educational or vocational adjustment may be aided.

8. To organize special events for parents such as an open house, visiting day, and a father and son or mother and daughter banquet.

9. To establish evening classes for adults in whatever fields there may be popular demand.

The parental public has, indeed, placed great trust in those elected to educate its youth. Much has been accomplished by teachers and administrators because of that trust and faith. How much-- how very much-- more could be accomplished, however, if the school made it its business not only to keep the public constantly informed of its planning, both as concerns general, broad objectives and the specifics of daily routine, but also to invite the parents, as partners, to assist in formulating the plan for education in the local situation and to aid in its proper execution.

6. To prepare pupils for democratic living and community leadership through specific subject matter and survey projects designed to instill proper attitudes, ideals, and knowledge essential to the citizen and the civic official in any community that subscribes to the democratic way of life.

7. To initiate a worthwhile guidance service for adults whereby those who seek help in matters of educational or vocational adjustment may be aided.

8. To organize special events for parents such as an open house, visiting day, and a father and son or mother and daughter banquet.

9. To establish evening classes for adults in whatever fields there may be popular demand.

The parental public has, indeed, placed great trust in those elected to educate the youth. Much has been accomplished by teachers and administrators because of that trust and faith. How much--how very much--more could be accomplished, however, if the school made it its business not only to keep the public constantly informed of its planning, both as concerns general, broad objectives and the specifics of daily routine, but also to invite the parents, as partners, to assist in formulating the plan for education in the local situation and to aid in the proper execution.

"Schools of the people" is more than a phrase. It is a part of democratic living. The writer believes that parents are ready to assume their responsibilities in making the schools an expression of the democratic way of life. Can public school administration afford to fail in its responsibility to lead parents, pupil, and pedagogue into concerted democratic action for the common good ?

APPENDIX

"Schools of the people" is more than a phrase. It is a part of democratic living. The writer believes that parents are ready to assume their responsibilities in making the schools an expression of the democratic way of life. Can public school administration afford to fail in its responsibility to lead parents, pupils, and pedagogues into concerted democratic action for the common good?

Date _____

Dear _____,

As a part of the New York High School guidance program an effort is being made to keep in contact with our graduates.

Will you please provide the information asked for below?

We know that your suggestions will be of value to us and we hope to be of further assistance to you.

1. Education Beyond High School

School(s) attended _____
Major course (s) or field of specialization _____

Date of graduation (actual or anticipated) _____
Reason(s) for leaving school before graduation _____

Present status (at what point of program toward school completion) _____

APPENDIX

2. Employment Data

By whom employed _____
Type of work _____
Has this job been of value to you? _____

Present status (dates, salary, etc.) _____

What opportunity for advancement does your present job provide? _____

3. Estimate of the Value of Your High-School Education

In what manner do you feel that your high school might have better prepared you for life situations? _____

What portion of your high school work helped you most in meeting life situations? _____

Is there any way in which your high school can help you overcome reverse side of additional special? _____

Very truly yours,
Guidance Department

LIBRARY

Date _____

Dear _____,

As a part of the Town X High School guidance program an effort is being made to keep in contact with our graduates.

Will you please provide the information asked for below ?

We know that your suggestions will be of value to us and we hope to be of further assistance to you.

A. Education Beyond High School

School(s) attended _____.
Major course (s) or field of specialization _____.

Date of graduation (actual or anticipated) _____.
Reason(s) for leaving school before graduation _____.

Present status (at what point of progress toward school completion) _____.

B. Employment Data

By whom employed _____.
Type of work _____.
How did you learn of this job opportunity? _____.

Present status (duties, salary, etc.) _____.

What opportunity for advancement does your present job provide? _____.

C. Estimate of the Value of Your High-School Education

In what manner do you feel that your high school might have better prepared you for life situations? _____.

What portion of your high school work helped you most in meeting life situations ? _____.

Is there any way in which your high school can help you now? (use reverse side for additional space) _____.

Very truly yours,

Guidance Department

1953

November 20, 1953

November 20, 1953

Dear Sirs:

First, the fact that it is necessary for school authorities to be informed of the situation of the school is a matter of course.

Two further points of the situation are:

1. The situation of the school is being investigated.
2. The situation of the school is being investigated.

With reference to the school.

In the absence of a schoolmaster and the fact that the school is being investigated, it is necessary for the school authorities to be informed of the situation of the school.

I have asked the schoolmaster to be informed of the situation of the school and the fact that the school is being investigated.

The schoolmaster is being informed of the situation of the school and the fact that the school is being investigated.

The schoolmaster is being informed of the situation of the school and the fact that the school is being investigated.

The schoolmaster is being informed of the situation of the school and the fact that the school is being investigated.

Very truly yours,

Yours faithfully,

With reference to the school.

Yours faithfully,

██████████ HIGH SCHOOL

19 - 19

◆ ◆ ◆

REPORT OF PROGRESS

made by

.....

IN

SCHOLARSHIP and CITIZENSHIP

◆ ◆ ◆

Grade

Home Room Teacher.....

Principal

Superintendent

EXPLANATION OF MARKING SYSTEM

ATTITUDES AND STUDY HABITS

Mark in

☐

1. Excellent
2. Good
3. Fair
4. Poor

SCHOLARSHIP

Mark in

☐

- A Superior
- B Above Average
- C Average
- D Unsatisfactory
- E Definite Failure

Credits needed to graduate 80 units.

Total credits earned to June

To enter college an average of B in each subject is necessary.

♦ ♦ ♦

ATTENDANCE

MARKING PERIOD	1	2	3	4	5	YEAR
TIMES ABSENT						
TIMES TARDY						
TIMES DISMISSED						

ENGLISH

September — October

☐ ☐

November — December

☐ ☐

January — February

☐ ☐

March — April

☐ ☐

May — June

☐ ☐

Final

☐

.....
(Teacher)

September — October

☐ ☐

November — December

☐ ☐

January — February

☐ ☐

March — April

☐ ☐

May — June

☐ ☐

Final

☐

(Teacher)

September — October

☐ ☐

November — December

☐ ☐

January — February

☐ ☐

March — April

☐ ☐

May — June

☐ ☐

Final

☐

(Teacher)

September — October

☐ ☐

November — December

☐ ☐

January — February

☐ ☐

March — April

☐ ☐

May — June

☐ ☐

Final

☐

(Teacher)

September — October

September — October ☐ ☐

November — December

November — December ☐ ☐

January — February

January — February ☐ ☐

March — April

March — April ☐ ☐

May — June

May — June ☐ ☐

Final

☐

.....
(Teacher)

September — October

☐ ☐

November — December

☐ ☐

January — February

☐ ☐

March — April

☐ ☐

May — June

☐ ☐

Final

☐

(Teacher)

September — October

☐ ☐

November — December

☐ ☐

January — February

☐ ☐

March — April

☐ ☐

May — June

☐ ☐

Final

☐

.....
(Teacher)

September — October

October — ☐ ☐

November — December

December — ☐ ☐

January — February

February — ☐ ☐

March — April

April — ☐ ☐

May — June

June — ☐ ☐

Final

☐

.....
(Teacher)

SCHOLARSHIP STANDARDS

The following definitions will add significance to the report card. They specify the qualities that constitute successful school work and therefore, set up definite goals for effort.

- A. Is careful, thorough and prompt in the preparation of all required work.
Possesses and uses an unusually large vocabulary on the subject.
Works independently and presents work promptly, well prepared and well organized.
Participates actively and intelligently in class discussion.
Has effective study habits and assumes responsibility of make-up work.
- B. Prepares all assignments carefully.
Shows consistent interest.
Is conscientious and dependable.
Requires no urging to have work done on time.
Has good study habits of routine assignments.
Is loyal, dependable and helpful in class activities.
Possesses extensive knowledge of subject matter.
- C. Does good work but requires considerable direction and stimulation from the teacher.
Is usually dependable and cooperative.
Does not show a great deal of concern in following his subject beyond minimum requirements.
Responds to encouragement and guidance though sometimes inclined to be careless or slow in accomplishment.
Needs to be prompted by frequent questions in reports of discussions before class.
Should develop more independent habits of study.
Should spend more time on home assignments.
- D. Fails to accomplish the fundamental minimum essentials necessary for success in the course.
Lacks in concentration in study.
Fails frequently to respond in recitation or prepared work.
Requires special help and encouragement constantly.
Lacks sense of responsibility.
Is too easily diverted from any task.
Is decidedly irregular in his attention and application.
- E. Too many outside interests.
Inattention during class room periods.
Possesses and uses a meager vocabulary in the subject.
Inadequate knowledge of subject as shown by tests.
Unable to apply knowledge to new situations or problems.
Does not make up work missed by absence.
Should spend a great deal more time on home assignments.
Has study habits that are poor and ineffective.

Credits needed to graduate 80 units.

Total credits earned in June.....

To enter college an average of B in each subject is necessary.

Parents Comments and Signature

September — October

SIGNATURE

November — December

SIGNATURE

January — February

SIGNATURE

March — April

SIGNATURE

Parents Comments and Signature

September — October

SIGNATURE

November — December

SIGNATURE

January — February

SIGNATURE

March — April

SIGNATURE

SCHOLARSHIP STANDARDS

The following definitions will add significance to the report card. They specify the qualities that constitute successful school work and therefore, set up definite goals for effort.

- A. Is careful, thorough and prompt in the preparation of all required work.
Possesses and uses an unusually large vocabulary on the subject.
Works independently and presents work promptly, well prepared and well organized.
Participates actively and intelligently in class discussion.
Has effective study habits and assumes responsibility of make-up work.
- B. Prepares all assignments carefully.
Shows consistent interest.
Is conscientious and dependable.
Requires no urging to have work done on time.
Has good study habits of routine assignments.
Is loyal, dependable and helpful in class activities.
Possesses extensive knowledge of subject matter.
- C. Does good work but requires considerable direction and stimulation from the teacher.
Is usually dependable and cooperative.
Does not show a great deal of concern in following his subject beyond minimum requirements.
Responds to encouragement and guidance though sometimes inclined to be careless or slow in accomplishment.
Needs to be prompted by frequent questions in reports of discussions before class.
Should develop more independent habits of study.
Should spend more time on home assignments.
- D. Fails to accomplish the fundamental minimum essentials necessary for success in the course.
Lacks in concentration in study.
Fails frequently to respond in recitation or prepared work.
Requires special help and encouragement constantly.
Lacks sense of responsibility.
Is too easily diverted from any task.
Is decidedly irregular in his attention and application.
- E. Too many outside interests.
Inattention during class room periods.
Possesses and uses a meager vocabulary in the subject.
Inadequate knowledge of subject as shown by tests.
Unable to apply knowledge to new situations or problems.
Does not make up work missed by absence.
Should spend a great deal more time on home assignments.
Has study habits that are poor and ineffective.

Credits needed to graduate 80 units.

Total credits earned in June.....

To enter college an average of B in each subject is necessary.

TOWN X HIGH SCHOOL
Town X, Massachusetts

November 18, 1948

Dear Parent,

From time to time it seems necessary for school administration to discuss matters of mutual concern with parents.

Two rather pressing problems of the moment are:

1. Conduct of pupils while being transported on school buses.
2. Pupil absence from school.

In the instance of problem number one; this office has received too many complaints from pupils and parents concerning improper language and conduct on the part of bus pupils.

I have asked bus drivers to forbid problem cases the privilege of bus transportation until the pupil and his parent assure me and the driver that deportment will be satisfactory.

In problem number two; there are too many instances of absence from school without justifiable cause. Chapter 76, Section 1, of the General Laws Relating to Education provides as an excuse for absence mental and/or physical impairment.

Parents are urged to arrange pupils' appointments with doctors, dentists, clothiers, etc., at other than school hours.

From Monday, November 22, 1948, no pupil will be admitted to school after absence until he presents a note signed by the parent stating the reason for such absence.

Very truly yours,

Principal

Will parent please sign and have returned to homeroom teacher.

Parent's Signature

January 28, 1949

Dear Parents,

In line with the current school policy of attempting to return first those pupils to their homes who leave first in the morning, the following change in the bus schedule will become effective Tuesday, February 1, 1949:

1. The River Street bus, formerly leaving the high school at approximately 3:00 P.M., will leave at 2:30 P.M.
2. The South Street bus, formerly leaving the high school at 2:30 P.M., will leave at approximately 3:00 P.M.

Very truly yours,

Superintendent of Schools

Form 4B

NOTICE TO PARENTS

.....19.....

This notice is to call your attention to the fact that.....

work in.....for.....

was excellent. We are glad to be able to make this report to you. Your cooperation is appreciated.

Sincerely yours,

.....Teacher

of.....

.....School

School Service Co., 154 E. Erie St., Chicago, Ill.

TOWN X HIGH SCHOOL
Town X, Massachusetts

January 12, 1948

Dear Parent,

Your high-school principal is doing graduate work at Boston University. In partial fulfillment of degree requirements he is concerning himself with parental opinion as pertains to certain public high school services.

It would be of great help to him in the development of his study in the field and would give him a better understanding of your desires in the matter of school administration, if he might enlist your assistance in the checking of a number of items on an inquiry form. The form contains thirty-one items which may be commented upon if desired.

A check at the bottom of this letter which may be returned by your son or daughter will indicate your willingness to assist.

Thank you.

Very truly yours,

Principal

I will check the inquiry form referred to above ()

TOWN HIGH SCHOOL
TOWN, MASSACHUSETTS

January 12, 1948

Dear Parent,

Your high-school principal is doing graduate work at Boston University. In partial fulfillment of degree requirements he is concerning himself with parental opinion as regards to certain public high school services.

It would be of great help to him in the development of his study in the field and would give him a better understanding of your desires in the matter of school administration, if he might enlist your assistance in the checking of a number of items on an inquiry form. The form contains thirty-one items which may be commented upon if desired.

A check at the bottom of this letter which may be returned by your son or daughter will indicate your willingness to assist.

Thank you.

Very truly yours,

Principal

I will check the inquiry form referred to above

TOWN X HIGH SCHOOL
TOWN X, MASSACHUSETTS

January 30, 1948

Dear Parent,

The accompanying inquiry form purposes to find out what a section of the parental public thinks about certain aspects of secondary-school education.

It is always helpful to school administrators to know what public reaction is to various phases of the school program.

It is felt that your responses may be of distinct benefit to those school officials who have the grave responsibility of planning for the education of your youth.

Please notice that space is provided by each item for your own individual comment. Such comments are especially invited and will be extremely helpful in making this study of value.

The completed form may be returned by your son or daughter to the high-school principal from whom it was received. The form may or may not be signed by you, as you wish.

The findings from this study among some three hundred parents are to be incorporated in a thesis that will be available as reference material to school administrators and teachers.

I shall be happy to forward you a summary of the findings if you so wish. (See item number 31 of the inquiry form).

Many thanks for your time and cooperation.

Very truly yours,

Principal

TOWN X HIGH SCHOOL
TOWN X, MASSACHUSETTS

January 30, 1948

Dear Parent,

The accompanying inquiry form purposed to find out what a section of the parental public thinks about certain aspects of secondary-school education.

It is always helpful to school administrators to know what public reaction is to various phases of the school program.

It is felt that your responses may be of distinct benefit to those school officials who have the grave responsibility of planning for the education of your youth.

Please notice that space is provided by each item for your own individual comment. Such comments are especially invited and will be extremely helpful in making this study of value.

The completed form may be returned by your son or daughter to the high-school principal from whom it was received. The form may or may not be signed by you, as you wish.

The findings from this study among some three hundred parents are to be incorporated in a thesis that will be available as reference material to school administrators and teachers.

I shall be happy to forward you a summary of the findings if you so wish. (See item number 21 of the inquiry form).

Many thanks for your time and cooperation.

Very truly yours,

Principal

AN INQUIRY FORM FOR PARENTS

Parental Opinion Concerning Certain Public High School Services

The following list of items was compiled with no one particular high school in mind. However, it is assumed that the local school situation will serve as a guide to much of your thinking as you consider each item.

The term "high school" will, for the purpose of this study, be understood to mean grades nine through twelve -- the freshman, sophomore, junior, and senior years.

In the proper column check each of the following items:

- | | Yes | No |
|---|-----|-----|
| 1. Do you consider the methods of teaching sound ? | () | () |
| Comment: | | |
| 2. Do you consider the materials of instruction modern and of practical worth in their application ? | () | () |
| Comment: | | |
| 3. Is the subject matter, in general, taught as a useful tool; that is, is it concerned with the problems of living ? | () | () |
| Comment: | | |
| 4. Do pupils receive sufficient teacher-attention as individuals? | () | () |
| Comment: | | |
| 5. Are new and revised courses added to the school curriculum from time to time ? | () | () |
| Comment: | | |

AN INQUIRY FORM FOR PARENTS

Parental Opinion Concerning
Certain Public High School Services

The following list of items was compiled with no one particular high school in mind. However, it is assumed that the local school situation will serve as a guide to much of your thinking as you consider each item.

The term "high school" will, for the purpose of this study, be understood to mean grades nine through twelve -- the freshman, sophomore, junior, and senior years.

In the proper column check each of the following items:

Yes No

1. Do you consider the methods of teaching sound?
Comment:

() ()

2. Do you consider the materials of instruction modern and of practical worth in their application?
Comment:

() ()

3. Is the subject matter, in general, taught as a useful tool; that is, is it concerned with the problems of living?
Comment:

() ()

4. Do pupils receive sufficient teacher-attention as individuals?
Comment:

() ()

5. Are new and revised courses added to the school curriculum from time to time?
Comment:

() ()

- | | Yes | No |
|---|-----|-----|
| 6. Are pupils given adequate opportunity for thinking and for thought expression ?
Comment: | () | () |
| 7. Are pupils' interests used to enrich subject materials ?
Comment: | () | () |
| 8. Does the school make efforts to explore pupils' abilities and aptitudes ?
Comment: | () | () |
| 9. Does the school make special provision for character growth on the part of the pupil ?
Comment: | () | () |
| 10. Does the school provide satisfactory medical care and treatment ?
Comment: | () | () |
| 11. Are school building(s) and grounds completely healthful, safe and adequate ?
Comment: | () | () |
| 12. Does the school attempt to guide pupils in their choice of post-secondary-school training and/or a vocation ?
Comment: | () | () |

Yes No

6. Are pupils given adequate opportunity for thinking and for thought expression?
Comment:

() ()

7. Are pupils' interests used to enrich subject materials?
Comment:

() ()

8. Does the school make efforts to explore pupils' abilities and activities?
Comment:

() ()

9. Does the school make special provision for character growth on the part of the pupil?
Comment:

() ()

10. Does the school provide satisfactory medical care and treatment?
Comment:

() ()

11. Are school buildings and grounds completely healthful, safe and adequate?
Comment:

() ()

12. Does the school attempt to guide pupils in their choice of post-secondary-school training and/or a vocation?
Comment:

() ()

13. Is such guidance as referred to in item 12 of such quality as to be of real worth to the pupils concerned ?

Yes No

() ()

Comment:

14. Does the school adequately prepare its pupils to assume the duties of citizenship ?

() ()

Comment:

15. Is the school the cooperative enterprise of staff, pupils and public ?

() ()

Comment:

16. Do you consider the school an agency of real power and worth in the community ?

() ()

Comment:

17. Do you consider that the school is satisfactorily administered by its executives (school committee, superintendent and principal) as a group ?

() ()

Comment:

18. Does the school sufficiently inform the public of its affairs?

() ()

Comment:

Yes No

13. Is such guidance as referred to in item 12 of such quality as to be of real worth to the pupils concerned?
Comment:

() ()

14. Does the school adequately prepare its pupils to assume the duties of citizenship?
Comment:

() ()

15. Is the school the cooperative enterprise of staff, pupils and public?
Comment:

() ()

16. Do you consider the school an agency of real power and worth to the community?
Comment:

() ()

17. Do you consider that the school is satisfactorily administered by its executive(school committee, superintendent and principal) as a group?
Comment:

() ()

18. Does the school sufficiently inform the public of its affairs?
Comment:

() ()

19. Would you like to receive a monthly bulletin that reports the various plans and activities of the school ?

Yes No

() ()

Comment:

20. Does the school tend to devote too much time to "frills and fads" while ignoring the basic fundamentals of education ?

() ()

Comment:

21. Do you consider that high schools are doing a better job of educating youth today than was done a generation ago ?

() ()

Comment:

22. Should increased state and/or federal financial aid be made available to cities and towns for the support of schools ?

() ()

Comment:

23. Are adequate measures taken to obtain and retain competent teachers ?

() ()

Comment:

24. Do you consider that better salaries would attract a more desirable type of person to the teaching profession ?

() ()

Comment:

Yes No

19. Would you like to receive a monthly bulletin that reports the various plans and activities of the school?
Comment:

() ()

20. Does the school tend to devote too much time to "fill-in and take" while ignoring the basic fundamentals of education?
Comment:

() ()

21. Do you consider that high schools are doing a better job of educating youth today than was done a generation ago?
Comment:

() ()

22. Should increased state and/or federal financial aid be made available to cities and towns for the support of schools?
Comment:

() ()

23. Are adequate measures taken to obtain and retain competent teachers?
Comment:

() ()

24. Do you consider that better salaries would attract a more desirable type of person to the teaching profession?
Comment:

() ()

25. If finances were of no consideration, would you prefer to send your children to private schools ?

Yes No

() ()

Comment:

26. The following figures represent several starting salaries for beginning teachers (new to the profession) and maximum salaries resulting from a one-hundred dollar annual increase for each year up to twenty-five years of service. Check the starting salary - maximum salary bracket that you consider proper and practical for your own community. Item "e" is left blank so that you may write in any salaries that seem more appropriate than those listed.

	Starting salary		Maximum salary	
a.	\$1,000	to	\$3,500	()
b.	\$1,500	to	\$4,000	()
c.	\$2,000	to	\$4,500	()
d.	\$2,500	to	\$5,000	()
e.	\$_____	to	\$_____	()

Comment:

27. Check any of the following items, concerned with religious instruction in the public high school with which you are in agreement: (Several items may be checked if you so desire)

- a. Religion has no place in classroom discussion. ()
- b. Religion, in a non-sectarian sense, should be a regularly scheduled classroom subject. ()
- c. Representatives of the various faiths should be invited into the school to explain their respective religious philosophies to the pupils. ()
- d. Religious instruction by church-assigned teachers should be provided for those pupils who elect to study such subject matter. ()

Comment:

Yes No

25. If finances were of no consideration, would you prefer to send your children to private schools?
 Comment:

26. The following figures represent several starting salaries for beginning teachers (new to the profession) and maximum salaries resulting from a one-hundred dollar annual increase for each year up to twenty-five years of service. Check the starting salary - maximum salary bracket that you consider proper and practical for your own community. Item "e" is left blank so that you may write in any salaries that seem more appropriate than those listed.

Starting salary		Maximum salary
a. \$1,000	to	\$2,500
b. 1,500	to	4,000
c. 2,000	to	4,500
d. 2,500	to	5,000
e.	to	

Comment:

27. Check any of the following items, concerned with religious instruction in the public high school with which you are in agreement: (Several items may be checked if you so desire)

- a. Religion has no place in classroom discussion. ()
- b. Religion, in a non-sectarian sense, should be a regularly scheduled classroom subject. ()
- c. Representatives of the various faiths should be invited into the school to explain their respective religious philosophies to the pupils. ()
- d. Religious instruction by church-assigned teachers should be provided for those pupils who elect to study such subject matter. ()

Comment:

28. Check any of the following items concerned with the teaching of sex in the public high school with which you are in agreement: (Several items may be checked if you so desire).

- a. The classroom is no place for discussion of matters pertaining to sex. ()
- b. Sex details should be taught to boys and girls meeting in separate groups. ()
- c. Sex details should be taught in a science class: for example, the biology class. ()
- d. Sex details should only be taught by trained specialists such as doctors and nurses, and not by classroom teachers. ()
- e. Details of sex are better handled in home discussions - children with parents. ()

Comment:

29. Is it desirable that the social sciences acquaint the pupil with the current philosophy and practical functioning of:

- | | Yes | No |
|----------------|-----|-----|
| a. Communism ? | () | () |
| b. Socialism ? | () | () |
| c. Fascism ? | () | () |
| d. Democracy ? | () | () |

Comment:

30. The high-school athletic program is: (Check one item only)

- a. Over emphasized ()
- b. Inadequate in scope ()
- c. In proper balance with other school functions. ()

Comment:

31. Please check if you desire a summary of the findings of this inquiry. () _____

The following information will be helpful but not necessary:

Name of person completing form: _____
 Grade last attended in public or private school: _____
 Years of schooling beyond high school: _____

28. Check any of the following items concerned with the teaching of sex in the public high school which you are in agreement: (Several items may be checked if you so desire).

- a. The classroom is no place for discussion of matters pertaining to sex. ☐
- b. Sex details should be taught to boys and girls meeting in separate groups. ☐
- c. Sex details should be taught in a science class: for example, the biology class. ☐
- d. Sex details should only be taught by trained specialists such as doctors and nurses, and not by classroom teachers. ☐
- e. Details of sex are better handled in home assignments - children with parents. ☐

Comment:

29. Is it desirable that the social sciences acquaint the pupil with the current philosophy and practical functioning of:

- | | | |
|----------------|--------------------------|--------------------------|
| a. Communism ? | Yes | No |
| b. Socialism ? | ☐ | ☐ |
| c. Fascism ? | ☐ | ☐ |
| d. Democracy ? | ☐ | ☐ |

Comment:

30. The high-school athletic program is: (Check one item only)

- a. Over emphasized ☐
- b. Inadequate in scope ☐
- c. In proper balance with other school functions. ☐

Comment:

31. Please check if you desire a summary of the findings of this inquiry. ☐

(The following information will be helpful but not necessary:

Name of person completing form: _____
 Grade last attended in public or private school: _____
 Years of schooling beyond high school: _____

TOWN X HIGH SCHOOL

April 12, 1948

Dear Parent,

Attached is a summary of the replies by parents to the questions on the inquiry form you received several weeks ago.

In most instances the number of affirmative and negative responses, as noted, is significant without further comment.

Comments offered by parents indicate certain trends of thought in some instances, which might be summarized as follows:

1. A firmer discipline would aid the learning process and create a greater readiness for assuming the responsibilities of citizenship. (item 14)

2. The parental-public is generally ill informed concerning methods, and materials of teaching. (items 1-5)

3. Opinions concerning the teaching of details of religion and sex in the public schools were varied. A fair percentage of parents thought, however, that both these subjects were properly of school concern. (items 27,28)

4. Higher salaries should be paid to teachers. More parents checked the \$2,000 to \$4,500 bracket than any other. Several parents indicated a maximum annual salary in excess of \$5,000. (item 25)

5. Opinion was markedly in favor of the public school as against the private school (item 25). Carl C. Seltzer, Harvard University, in a recent (1948) comparative study of academic success in college of public and private school students in the freshman year at Harvard University, offers the following pertinent facts:

"STUDENTS ADMITTED FROM PUBLIC SCHOOLS PRESENTED MARKEDLY SUPERIOR ACADEMIC PERFORMANCES IN THE FRESHMAN YEAR THAN THOSE ADMITTED FROM PRIVATE SCHOOLS. The public school students ranked the highest, the private day school intermediate, and the private boarding students the lowest. About twice the proportion of private board school

TOOK A HIGH SCHOOL

April 12, 1948

Dear Parents,

Attached is a summary of the replies by parents to the questions on the inquiry form you received several weeks ago.

In most instances the number of affirmative and negative responses, as noted, is significant without further comment.

Comments offered by parents indicate certain trends of thought in some instances, which might be summarized as follows:

1. A former principal would aid the learning process and create a greater responsibility for assuming the responsibilities of citizenship. (Item 14)

2. The parental-public is generally ill informed concerning methods, and materials of teaching. (Items 1-5)

3. Opinions concerning the teaching of details of religion and sex in the public schools were varied. A fair percentage of parents thought, however, that both these subjects were properly of school concern. (Items 27, 28)

4. Higher salaries should be paid to teachers. More parents showed the \$2,000 to \$4,500 bracket than any other. Several parents indicated a maximum annual salary in excess of \$5,000. (Item 25)

5. Opinion was markedly in favor of the public school as against the private school (Item 23). Carl C. Selinger, Harvard University, in a recent (1944) comparative study of academic success in college of public and private school students in the freshman year at Harvard University, offers the following pertinent facts:

"STUDENTS ADMITTED FROM PUBLIC SCHOOLS PERFORMED
NARROWLY SUPERIOR ACADEMIC PERFORMANCE IN THE
FRESHMAN YEAR THAN THOSE ADMITTED FROM PRIVATE
SCHOOLS. The public school students ranked the
highest, the private day school intermediate, and
the private boarding students the lowest. About
twice the proportion of private board school

students were designated as academic failures than public school students; while about twice the proportion of public school students attained the Dean's List (distinction) than private board school students.

. IT APPEARS THAT THE SUPERIOR ACADEMIC PERFORMANCE OF THE FRESHMAN FROM PUBLIC SCHOOLS OVER THE FRESHMAN FROM PRIVATE SCHOOLS IS NOT UNIQUE FOR THE CLASSES OF 1943 and 1944 BUT HAS EXISTED AT HARVARD FOR MANY YEARS, AND UNDOUBTEDLY IN OTHER SIMILAR INSTITUTIONS AS WELL.

Thank you, again, for your valuable assistance in making this study of worth.

Very truly yours,

Principal

BILLIOGRAPHY

students were designated as academic fellows than
public school students; while about twice the pro-
portion of public school students attended the Dean's
List (distinction) than private board school students.
..... IT APPEARS THAT THE SUPERIOR
ACADEMIC PERFORMANCE OF THE PRESIDENT FROM PUBLIC
SCHOOLS OVER THE PRESIDENT FROM PRIVATE SCHOOLS IS
NOT UNIQUE FOR THE CLASSES OF 1942 AND 1944 BUT HAS
EXISTED AT HARVARD FOR MANY YEARS, AND UNDOUBTEDLY IN
OTHER SIMILAR INSTITUTIONS AS WELL.

Thank you, again, for your valuable assistance in making
this study of worth.

Very truly yours,

Principal

BIBLIOGRAPHY

- Sporn, Edwin J., Secondary-School Administration, Houghton Mifflin Company, Boston, 1938. Chapter IVf1.
- See, Philip W.S. and R. Emerson Langfitt, High School Administration and Supervision, American Book Company, New York, 1934. Chapter XII.
- Tabberly, Elwood L., The Principal and His School, Houghton Mifflin Company, Boston, 1937. Chapter XXVII.
- Traglines, Earl E., Organization and Administration of Secondary Schools, Time and Company, Boston, 1948. Chapters XI and XII.
- Varley, Belmont, Interpreting the Secondary Schools to the Public, United States Office of Education Bulletin Number 17, 1932, National Survey of Secondary Education, Monograph Number 16, Government Printing Office, Washington, D.C., 1932. 112 pages.

BIBLIOGRAPHY

- What to Tell the People About the Public Schools, Contribution to Education, Number 858, Teachers College, Columbia University, New York, 1927. 136 pages.
- Whitell, J. Eric, Interpreting the Public Schools, McGraw-Hill Book Company, Inc., New York, 1937. Chapter XIII.
- Wise, Leonard V., and others, Administering the Secondary School, The American Book Company, New York, 1940. Chapter XVII.
- Wolton, James H., Educational Administration as Social Policy, Charles Scribner's Sons, New York, 1934. Chapter III.
- Worren, W. William, R. Emerson Langfitt and others, Administrative Practices in Large High Schools, The American Book Company, New York, 1940. Chapter XII.
- Wunder, Ward C., An Introduction to Public School Relations, The Macmillan Company, New York, 1937. Chapter VIII.
- The Fundamentals of Public School Administration, The Macmillan Company, New York, 1941. Chapter XIII.
- Worren, J.E. and others, "Problems that Principals Would Like to Lay Before Parents," School Review (May, 1937) Volume XXV. Pages 214-217.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Brown, Edwin J., Secondary-School Administration, Houghton Mifflin Company, Boston, 1938. Chapter XVII.
- Cox, Philip W.L. and R. Emerson Langfitt, High School Administration and Supervision, American Book Company, New York, 1934. Chapter XXX.
- Cubberly, Ellwood P., The Principal and His School, Houghton Mifflin Company, Boston, 1923. Chapter XXVII.
- Douglass, Harl R., Organization and Administration of Secondary Schools, Ginn and Company, Boston, 1945. Chapters XX and XXI.
- Farley, Belmont, Interpreting the Secondary Schools to the Public, United States Office of Education Bulletin Number 17, 1932, National Survey of Secondary Education, Monograph Number 16, Government Printing Office, Washington, D.C., 1933. 113 pages.
- _____, What to Tell the People About the Public Schools, Contribution to Education, Number 355, Teachers College, Columbia University, New York, 1929. 136 pages.
- Grinnel, J. Erle, Interpreting the Public Schools, McGraw-Hill Book Company, Inc., New York, 1937. Chapter XIII.
- Koos, Leonard V., and others, Administering the Secondary School, The American Book Company, New York, 1940. Chapter XVII.
- Newlon, Jesse H., Educational Administration as Social Policy, Charles Scribner's Sons, New York, 1934. Chapter III.
- Newsom, N. William, R. Emerson Langfitt and others, Administrative Practices in Large High Schools, The American Book Company, New York, 1940. Chapter XIX.
- Reeder, Ward G., An Introduction to Public School Relations, The Macmillan Company, New York, 1937. Chapter VIII.
- _____, The Fundamentals of Public School Administration, The Macmillan Company, New York, 1941. Chapter XXIX.
- Shannon, J.R. and others, "Problems that Principals Would Like to Lay before Parents," School Review (May, 1937) Volume XLV. Pages 364-367.

BIBLIOGRAPHY

- Brown, Edwin J., Secondary-School Administration, Houghton Mifflin Company, Boston, 1938. Chapter VIII.
- Cox, Philip W.E. and E. Emerson Langfitt, High School Administration and Supervision, American Book Company, New York, 1934. Chapter XII.
- Gabherly, Elwood F., The Principal and His School, Houghton Mifflin Company, Boston, 1933. Chapter XVII.
- Houglas, Earl R., Organization and Administration of Secondary Schools, Ginn and Company, Boston, 1934. Chapters XI and XII.
- Parley, Belmont, Interpreting the Secondary Schools to the Public, United States Office of Education Bulletin Number IV, 1932. National Survey of Secondary Education. Monograph Number 15, Government Printing Office, Washington, D.C., 1932. 113 pages.
- _____, What to Tell the People About the Public Schools, Contribution to Education, Number 225, Teachers College, Columbia University, New York, 1932. 135 pages.
- Trinuel, J. Rie, Interpreting the Public Schools, Houghton Mifflin Book Company, Inc., New York, 1937. Chapter XIII.
- _____, Secondary Schools and Others, Administrating the Secondary School, The American Book Company, New York, 1933. Chapter XVII.
- Newson, Jesse B., Educational Administration as Social Policy, Charles Scribner's Sons, New York, 1934. Chapter III.
- Newson, W. William, R. Emerson Langfitt and others, Administrative Practices in Large High Schools, The American Book Company, New York, 1940. Chapter XII.
- Reeder, Earl G., An Introduction to Public School Relations, The Macmillan Company, New York, 1937. Chapter VIII.
- _____, The Fundamentals of Public School Administration, The Macmillan Company, New York, 1937. Chapter XXIX.
- _____, J. B. and others, "Problems that Principals Would Like to Lay Before Parents," School Review (May, 1937) Volume XXV. Pages 244-257.

EFFICIENCY BOND

SEAL CONTENT

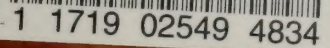
A. R. & P. CO.

BOND

EFFICIENCY

SEAL CONTENT

A. R. & P. CO.



Library Bureau Cat. No. 1137

REFER

ISSUED TO

DEMCO-200

